

Accountability Report Transmittal Form

Organization Name ____The Citadel_____

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Organization Director _Lt. General John Rosa, President_____

Organization Contact Person __Dr. Tara McNealy_____

Organization Contact's Telephone Number _(843) 953-5336_____

**THE CITADEL
HIGHER EDUCATION ACCOUNTABILITY REPORT FOR 2009
15 September 2010**

SECTION I – Executive Summary

1. Mission and Values

The Citadel Board of Visitors adopted the following statements of Vision, Core Values, and Mission on 14 September 2002.

Statement of Vision

Achieving excellence in the education of principled leaders.

Core Values

Academics: We produce graduates who have insight into the issues, ideas and values that are important to society and possess the skills necessary to deal with them successfully.

Discipline: We operate a leadership laboratory which emphasizes a structured environment, acceptance of responsibility, self-confidence and service to others.

Diversity: We promote diversity in all segments of our campus community and in all aspects of college life.

Duty: We emphasize the importance of individual accountability and the moral obligation of responsibility for the welfare of others.

Honor: We adhere to a code which teaches that uncompromising personal integrity is the primary guide in all situations.

Morality: We believe that an individual's character is of utmost importance and, therefore, we provide training which emphasizes ethical principles and core values.

Mission

The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment.

2. Major Achievements for 2009-2010

Citadel is very pleased with the myriad of achievements in 2009-2010. Among these are the following:

Southern Commission on Colleges and Schools (SACS) Re-Accreditation- The Citadel received full reaccreditation during the SACS Fifth Year Interim Report review process. The Citadel was one of five institutions (out of 74 institutions evaluated) to be deemed in full accreditation compliance in both parts of the re-accreditation review process, the Abbreviated Compliance Report and the Quality Enhancement Plan.

U.S. News: The Citadel is No. 2 best public institution in the South for those offering a master's degree--The Citadel is the only South Carolina college that combines a quality undergraduate education with outstanding value, according to the latest U.S. News & World Report rankings. The Citadel ranks No. 6 best value among Southern colleges and is the No. 2 best public institution in the South among

those offering up to a master's degree. According to U.S. News editors, "the most significant values are among colleges that are above average academically." In the 2010 rankings, The Citadel is also:

- No. 6 among the best public and private universities in the South offering up to a master's degree but few, if any, doctoral programs.
- No. 21 among the nation's best undergraduate engineering programs at schools where the highest degree is a bachelor's or master's. The Citadel was 26th last year.
- No. 6 best for a strong commitment to teaching among regional universities in the South

New Strategic Plan launched during the 2009-2010 academic year. The Citadel's Blueprint: Strategic Plan for Educating Principled Leaders was constructed thorough a campus-wide collaborative process. This plan communicates the institution's priorities for 2009-2012.

New Sophomore Leadership Seminar and Service Learning Initiative developed---Designed during the 2009-2010 academic year, The Citadel launched a new Sophomore Leadership Seminar, an innovative course integrating academic and co-curricular leadership curricula as well as service learning. This program employs Medal of Honor curricula and case study scenarios to help foster meaningful examination of effective leadership. As a year-long, mandatory leadership learning module, it features classroom and practical community experience in the greater lowcountry region.

Launch of The STEM Center of Excellence--In collaboration with Schools of Engineering and Science and Mathematics, the School of Education has created The Citadel STEM Center of Excellence. Consistent with a strategic initiative of The Citadel Blueprint, the goal of the STEM Center is to "provide outreach to the region and server as a resource in its economic development."

Implementation of a new Information Management System – Banner--The Citadel campus community has been hard at work this year installing and implementing Banner, the Sunguard Enterprise Information System for higher education, which moves the community toward a unified digital campus. This year, the campus implemented the modules for Finance, Admissions, Student, Human Resources and Financial Aid. Other powerful new tools introduced include an Operational Data Store (ODS) that will integrate data from multiple sources to make analysis and reporting easier, and an Enterprise Data Warehouse (EDW) to safeguard historical data.

Implementation of E-Leadership Portfolios- Developed during the 2009-2010 academic year, The new cadet E-Leadership Portfolio provides an electronic profile documenting and assessing students' leadership development growth over time. This four-year initiative, starting in the freshman year, documents leadership outcomes through four pillars: academic, military, physical, and moral and ethical effectiveness. The portfolio includes a strong career development focus and all students will graduate with a complete E-Leadership Portfolio to share with potential employers and graduate schools.

Light Rail/Internet 2--The Citadel partnered with The Medical University of South Carolina (MUSC) to provide The Citadel community with access to the South Carolina Light Rail and Internet 2, which doubled The Citadel's bandwidth and expanded opportunities for faculty research.

Capers Hall Renovation--The Citadel completed a \$1.3 million renovation all of the heating, ventilation and air condition systems in Capers Hall during the summer of 2010. Housing the departments of English, History, Modern Languages, Political Science, Education, and Psychology, Capers Hall serves as a key academic building for all students. The building's original HVAC equipment, piping and ductwork was more than 30 years old, and in need of updating. The project

included a new chiller, cooling tower, digital controls tied to the campus energy management system, ductwork and piping plus new ceiling material and lighting in the hallways. The new system was designed with sustainable features that allow for improved energy efficiency and indoor air quality.

Daniel Library Renovation--With a \$1.5 million gift from the Daniel Foundation, the library is undergoing a substantial renovation that includes new architectural and interior design features, updated HVAC, electrical and plumbing systems, and a renovated garden area.

The Citadel Directors' Institute (CDI)- The CDI was designed as a function to provide important forum for business and policy leaders to address the changing regulatory environment and fuel high level discussion about ethics in business and finance. Administered by the School of Business Administration, the CDI met with success and critical acclaim in its debut March 2010.

3. Key Strategic Goals

The Citadel Board of Visitors, our governing board, voted to approve a new Strategic Plan with revised Strategic Initiatives Summer 2009. These Strategic Initiatives were revised as follows by the Board of Visitors at its June 2009 meeting:

- A. Develop Principled Leaders in a Globalized Environment.
- B. Strengthen the College through Institutional Advancement.
- C. Enhance the Learning Environment.
- D. Develop the Student Population.
- E. Enhance the Facilities and Technological Support for the Campus.
- F. Improve Institutional Effectiveness.
- G. Ensure the College has the Leadership and Talent to accomplish these Strategic Initiatives.
- H. Provide Outreach to the Region and Serve as a Resource in its Economic Development.

During the 2009-2010 academic year, The Citadel campus community implemented a new strategic plan which addresses each of these initiatives. The Citadel Blueprint: The Strategic Plan for Educating Principled Leaders, approved by the Board and the Senior Leadership Team in summer 2009, is presented in Attachment III.

4. Key Strategic Challenges

The Citadel has identified the following as barriers and has attempted to address these through budget requests and fundraising efforts:

- Annual State appropriations levels
 - Does not cover HEPI annual inflation
 - Recruitment and retention of quality faculty and staff
 - Construction costs
 - Contracting costs
 - Energy costs
- Lack of State funded capital financing
 - Lack of a bond bill in recent years
- Inadequate need based scholarship funds
- Deferred maintenance deficits mounting (\$70 million)

5. How the accountability report is used to improve organizational performance.

The Citadel submits annually by law the Institutional Effectiveness Report. This report is based on annual assessment reports that are required of every budgeted department/operation of the College. These reports are provided to each vice president and provide the College a context for budget decisions, resource allocations, and fundraising priorities. The Annual Accountability Report provides the College the opportunity to take a “big picture” look at all data that has been collected through various assessment activities across the College. The Citadel continues to take strong, aggressive steps to solidify and enhance its leadership development model as we strive to meet our mission to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment. Under the leadership of Lt Gen John Rosa, The Citadel has initiated a program called “The Citadel Experience” that places respect for self and respect for others in all matters as the cornerstone for The Citadel’s leadership development model.

SECTION II – Organizational Profile

1. Your organization’s main educational programs, offerings, and services and the primary methods by which these are delivered.

Throughout its history, The Citadel’s primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The cadet lifestyle provides a disciplined environment that supports the growth and development of character, physical fitness, and moral and ethical principles.

A complementary purpose of The Citadel, realized through The Citadel Graduate College, is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

The Citadel offers five undergraduate degrees with nineteen major offerings, six master’s degrees in sixteen academic areas, and the specialist degree in two areas. The Corps of Cadets is a full-time residential student body functioning in a structured cadet lifestyle, and our graduate students are, in the main, practicing professionals who are employed full-time. The lifestyle of these groups requires that a great deal of learning take place in the classrooms. The Citadel, therefore, requires class attendance for all members of the Corps of Cadets and offers its degree programs through small classes taught by qualified, motivated faculty. This small student/faculty ratio of 16:1 is complemented with a variety of academic support services including full electronic access to Library holdings, extensive writing and learning strategy support, support for students with learning differences to help them become efficient and independent learners, and programming and activities designed to increase the involvement of minority students in extracurricular activities.

2. Your key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/expectations

The Citadel serves five distinct student bodies:

The Corps of Cadets-- Approximately 2100 young men and women are full-time, living on campus in barracks, and pursuing one of more than 19 undergraduate programs.

Active Duty Students—Approximately 75 young men and women who are non-commissioned officers in the Marine Corps or Navy and are pursuing one of more than 19 undergraduate majors with the Corps of Cadets. The active duty students are assigned to the Naval ROTC Detachment at The Citadel, wear uniforms while on campus, and will be commissioned as second lieutenants or ensigns upon degree completion.

Undergraduate Evening Students—Approximately 120 male and female non-traditional students are pursuing degrees in Business Administration, Civil Engineering, or Electrical Engineering through 2 + 2 programs offered jointly by The Citadel and Trident Technical College.

Graduate Students—Approximately 1000 students are pursuing one of six master's degrees in sixteen academic areas or the specialist degree in two areas. The vast majority of these students are working adults who are pursuing these degrees as professional development.

Veteran Cadets—This program serves approximately students who have previously served our country on active duty military status.

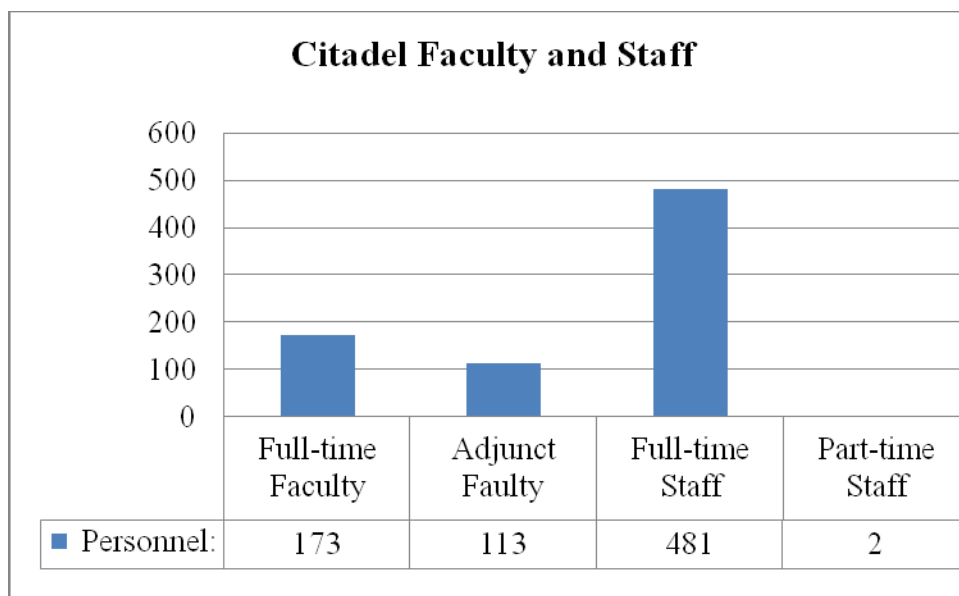
Other primary stakeholders are the parents of our students, alumni/alumnae, employers and the citizens of the Charleston area. The expectations of the students in our Corps of Cadets are an educational experience that will prepare them to take full advantage of the next phase of their lives. Most of our Active Duty, Undergraduate Evening, and Graduate Students have already chosen a career path, and their expectations deal in the main with professional development. We have designed and developed our curricula and student development programs accordingly.

3. Your operating locations

The Citadel offers all degree programs on its campus at 171 Moultrie Street in Charleston, SC. While no complete degree programs are offered, a number of graduate courses in Business Administration, Computer Science, and Education are offered at the Lowcountry Graduate Center located in the Trident Research Center, 5300 International Boulevard, North Charleston, SC.

4. The number of employees you have, segmented by faculty and staff or other appropriate categories; NOTE: "Faculty and staff" refers to your organization's permanent, temporary, and part-time personnel, as well as any contract employees supervised by your organization. Contract staff supervised by a contractor should be addressed separately.

The composition of Citadel faculty and staff is depicted below.



5. The regulatory environment under which your organization operates.

The Citadel is a four-year state college and operates under the following agencies and accrediting bodies.

South Carolina Commission on Higher Education(CHE)

The Citadel is a state-assisted college. Degree programs are approved and monitored by the South Carolina Commission on Higher Education (CHE). Budgets are submitted through the CHE.

Commission on Colleges of the Southern Association of Colleges and Schools(SACS)

The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, and Specialist degrees. The institution was initially accredited in 1924, was last reaffirmed in 2010, and is scheduled to receive its next reaffirmation of accreditation in 2014.

Accreditation Board for Engineering and Technology (ABET)

Civil Engineering and Electrical Engineering Programs are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). The Citadel has been continuously accredited by ABET in Civil Engineering since 1936 and in Electrical Engineering since 1976. The Citadel's Computer Science programs underwent initial review in fall 2007. This was a very successful review, and full accreditation by ABET has been received retroactive to October 2006. Civil and Electrical Engineering programs were re-accredited in 2009.

National Council for Accreditation of Teacher Education (NCATE)

Programs for the preparation of secondary teachers at the bachelor's level, for the preparation of secondary and special education teachers at the master's level, for the preparation of guidance counselors at the master's and specialist degree levels, and for the preparation of school superintendents at the specialist degree level are accredited by the National Council for Accreditation of Teacher Education (NCATE). The Citadel has been continuously accredited by NCATE since 1975. The Citadel hosted a

very successful NCATE reaffirmation team visit in fall 2007, and all programs in the School of Education have been granted full accreditation.

The Association to Advance Collegiate Schools of Business (AACSB)

The Citadel's programs in Business Administration, both graduate and undergraduate, are accredited by AACSB – The Association to Advance Collegiate Schools of Business. The Citadel's bachelor's and master's programs in business administration were accredited by AACSB in April 1996 and successfully reaccredited in March 2010.

National Collegiate Athletic Association and Southern Conference(NCAA)

The Citadel is a member of the NCAA Division I-AA classification in football and Division I classification in all other sports. In addition, the College is a member of the Southern Conference. The Citadel hosted a very successful NCAA reaffirmation team visit in fall 2007, and all of The Citadel's sports programs have been declared to be in full compliance with NCAA rules and regulations.

The Ed.S. in School Psychology

This program is approved by the South Carolina Department of Education. Graduates are eligible for certification at the School Psychology II level in South Carolina. The program is also accredited by the National Association of School Psychologists (NASP, 1999), the National Association of State Directors of Teacher Education and Certification (NASDTEC, 1993) and the National Council for Accreditation of Teacher Education (NCATE, 1999).

The Master of Education in Counselor Education

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted accreditation in July 2005, effective until October 31, 2013, to The Citadel's School Counseling Programs which offer a Master of Education in Counselor Education.

The Master of Arts in Psychology: Clinical Counseling

This program offers graduate education for those interested in becoming professional counselors in community agencies, including college counseling centers, hospitals, mental health, and social services agencies. The program requires completion of 54 credit hours of coursework, typically completed in 2-1/2 to 3-1/2 years. The curriculum has been developed according to guidelines set forth by the Council of Applied Masters Programs in Psychology (CAMPP) and the program is accredited by the Master's in Psychology Accreditation Council (MPAC). Coursework is consistent with requirements for licensure as a Professional Counselor in the state of South Carolina.

6. Your governance system (the reporting relationships between your governance board/policy making body and your senior leaders, as appropriate)

The Citadel's governing board, The Citadel Board of Visitors (BOV), was established by Section 59-121 of Code of Laws of South Carolina 1976 (as amended). The policies by which the Board of Visitors governs The Citadel are presented in "College Regulations." This document and the minutes of BOV meetings are kept in the Office of the President and are posted on The Citadel webpage. The BOV is responsible for hiring the President, the Provost/Dean of the College, and all other vice presidential level administrators. The BOV holds scheduled meetings periodically throughout the calendar year and conducts its business through ten Standing Committees. Each of these committees has a senior administrator as its liaison with the College. The BOV approves statement of vision, mission, and core values for the College as well as the Strategic Plan that guides the priorities of the institution. The College provides the BOV an annual update on progress being made in addressing the Strategic

Initiatives within the Strategic Plan adopted by the BOV in June 2009 for the period 2009 to 2012. Annually, the BOV provides guidance for the College through its evaluation of the President of the College and the goals provided for the coming year through the planning/budget approval process.

7. Your key suppliers and partners

While The Citadel recruits and admits students nationwide, our key suppliers and partners are the public and private secondary schools in South Carolina and four surrounding states, North Carolina, Georgia, Florida, and Virginia. For example, this year's entering class included students from 37 states and 5 foreign countries. Most of our adult students are employed full-time in the Lowcountry.

8. Your key competitors.

The Citadel's key competitors are the other four-year State colleges and universities, including senior military colleges and military academies. Additional competitors for The Citadel Graduate College are the extension programs that have moved into Charleston such as the non-traditional Troy State, Webster, Springfield College, and Strayer University.

9. Your principal factors that determine your competitive success.

The Citadel's vision, core values, and mission (See Section I, item1) and the quality of our academic programs remain our strength. The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment. Significant steps are being taken to strengthen our leadership development model to include an extensive four-year "Citadel Experience" program. This program begins on the very first day the new freshman class arrives on campus and continues through the senior year during which cadets assume responsibility for cadet life. The importance of developing principled leaders has never been greater, and The Citadel continues to strive for excellence in that endeavor.

10. Your performance improvement systems

In addition to the accreditation reviews described in Section II, item 5, The Citadel at present has six continuing improvement systems.

a) **Internal Assessment Process of the College.** Each budgeted school/department of the College presents an annual assessment report on its programs/services/activities. These reports are submitted each June to the Office of the Associate Provost for Planning, Assessment and Evaluation which is responsible for compiling these reports for the use of the Provost, Vice Presidents, and President in developing the budget and allocating the resources of the College. Each report includes the following: Mission/Purpose, Expected Results, Assessment Tools, and Assessment Results/Actions Taken/Resources Needed. Institutional Assessment and key performance indicators in the strategic plan are also important performance improvement systems.

b) **Annual Report on the Strategic Plan presented annually to the Board of Visitors.** (See Attachment II)

c) **Institutional Effectiveness Report to the Commission on Higher Education.** Pursuant to Section 59-101-350 of the SC Code of Laws, 1976, as amended, the CHE collects and reports on institutional effectiveness (IE) information from each of the thirty-three public institutions annually. The report is submitted to the General Assembly each January and made available to each institution and the public.

The information regarding institutional effectiveness reporting required by Section 59-101-350 includes specific metrics in thirteen different areas.

d) **The State Budget and Control Board Higher Education Accountability Report.**

This is the fourth year that State colleges and universities have been required to participate in this process. It is expected that this will become another important assessment process for The Citadel.

e) **The President's Dashboard.** The Dashboard is updated quarterly and is available on The Citadel's webpage at <http://www.citadel.edu/instresearch/dashboard.htm>)

f.) **Quarterly Reports to the President by each Vice Presidential Level Position.**

12. Organizational structure

The Citadel's Organizational Chart is included in landscape format as the first document after the body of the report.

13. Your **Expenditures/Appropriations Chart**---See Attachment V.

14. Your **Major Program Areas Chart**---See Attachment VI.

SECTION III – Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

The Leadership Category examines how your organization's senior leaders guide and sustain your organization. It also examines your organization's governance and how your organization addresses its ethical, legal, and community responsibilities.

1. How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

The Citadel develops and refines its mission and vision through the strategic planning process. The Citadel implemented a new strategic planning process last year as described in Category 2 below. Through this process, the College re-affirmed statements of vision, mission, and core values, and the senior leadership of the College decided to place these statements in all classrooms and on bulletin boards in the academic, administrative, and cadet areas as constant reminders to students, faculty, and staff of the principles by which The Citadel is committed to operate. The vision statement – Excellence in the education of principled leaders – appears on the home page of the web site and in college-wide publications produced by the VP for External Affairs whose publications go primarily to external audiences – alumni, donors, parents, prospective students, and officials. These values and vision is also communicated through the plan itself.

Over the past year, members of the Senior Staff of the College (Provost, Vice Presidential Level Administrators, Executive Director of the Citadel Foundation, Deans, and representatives of specified organizations), under the guidance of President Rosa, made significant strides in refining the planning and evaluation processes of the College, culminating in the development of The Citadel's new strategic plan. In the initial phase of this effort, each vice presidential level position provided the metrics/expected results most critical in determining the level of success of those operations for which he/she is responsible. Through an extensive process of discussion and refinement, a collection of metrics for the College has been developed and is presented in the Dashboard, that is available on The Citadel webpage at <http://www.citadel.edu/instresearch/dashboard.htm>. Each vice presidential level position presents to the President and Senior Staff a quarterly report on the metrics most critical to those areas for which he/she is responsible.

The Citadel Staff Council has adopted an employee code of ethics that sets forth expectations of all employees in view of The Citadel's mission. The Citadel Faculty Council has also adopted a code of ethics that embraces The Citadel's mission in an academic context. Senior leaders have regular meetings with the heads of the departments/operations under their supervision. These meetings provide the forum for discussions of mission, vision, and values as well as day to day operational and budgetary issues.

2. How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's strategic objectives, improve performance, and attain your vision?

The Senior Staff of the College (Provost, Vice Presidential Level Administrators, Executive Assistant to the President, Executive Director of the Citadel Foundation, General Counsel for the College, and

representatives of specified organizations) meet weekly to share ideas, address issues, and plan for coming events. This group then meets with the President weekly to ensure that he is aware of pertinent matters and activities. Each vice president periodically briefs his department/operational leaders on key performance measures in his/her areas of responsibility.

3. How do senior leaders personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

The Citadel provides annually workshops and briefings on such legal and ethical issues as sexual harassment, sexual assault, FERPA regulations, state and federal guidelines for fiscal and regulatory accountability. Institutional, state, and federal regulations regarding purchases, travel, per diem, etc. are strictly enforced. The Citadel has established two ombudspersons to facilitate the reporting of illegal or unethical behavior. Internal and external audits are conducted regularly to ensure that the institution is in compliance with all regulations. Our communications on issues relating to legal matters that go to either the Board of Visitors or the news media are reviewed by the college attorney to ensure that we are protecting the privacy rights of our students while still following our ethical obligation to provide accurate and timely information.

4. How do senior leaders create an environment for organizational and workforce learning?

Senior Leaders set the example for those in their areas by continuing to grow professionally themselves. They are active members of the primary professional organizations for their areas. They encourage members of their staffs to do the same. Funding is provided for professional development activities. Salary adjustments are made for completion of appropriate courses or programs. External funding is obtained for faculty development. The Provost is developing an internal program for professional development of faculty members who are interested in pursuing administrative positions as department head, dean, and provost.

5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

The Citadel is a chain-of-command organization in its administration and the process of preparing subordinates to step-in when directors are away is a systematic way to groom staff members to accept higher positions.

The Provost is developing a process for supporting members of the faculty who wish to prepare themselves for administrative positions as department heads, deans, and provost.

6. How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

HR has a plan for compensation bonuses for times when employees have filled in for others, completed an advanced degree, or acquired additional responsibilities or skills.

7. How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these

performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The senior leaders—Provost and vice presidential level administrators—are evaluated annually by the President. The BOV evaluates the President annually. There is no formal evaluation of the governing board of the College. The deans of the five schools are evaluated by their faculty and department heads and by the Provost. Individuals are required to provide plans for addressing any concerns identified in the evaluation processes.

8. What performance measures do senior leaders regularly review to inform them on needed actions?

Over the past three years, the Senior Staff of the College (Provost, Vice Presidential Level Administrators, Executive Assistant to the President, Executive Director of the Citadel Foundation, General Counsel for the College, and representatives of specified organizations), under the guidance of President Rosa, has made significant strides in refining the planning and evaluation processes of the College. In the initial phase of this effort, each vice presidential level position provided the metrics/expected results most critical in determining the level of success of those operations for which he/she is responsible. Through an extensive process of discussion and refinement, a collection of metrics for the College has been developed and is presented in the Dashboard, that is available on The Citadel webpage at <http://www.citadel.edu/instresearch/dashboard.htm>. Each vice presidential level position presents to the President and Senior Staff a quarterly report on the metrics most critical to those areas for which he/she is responsible. The Provost holds a meeting with his deans each week. This provides a forum for discussion of important issues facing the academic programs of the College.

9. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7).

During the 2009-2010 academic year, The Citadel employed a full-time internal auditor who reports to the Office of the President. There are annual audits of financial records by State approved external auditors. Every individual at The Citadel is evaluated each year. These processes provide for an opportunity for each individual to meet with his/her evaluator, and this step provides the opportunity for concerns and issues to surface. The expectations of the College are that all such audits and reviews will provide no negative findings. The strategic planning process for the College begins with a SWOT assessment, the results of which are reviewed periodically (see Category 2). The institution also participates in the Chronicle of Higher Education's Great Colleges to Work For Program, which administers a social climate survey every other year.

10. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities.

Members of the senior leadership are actively involved in local civic clubs and churches. Community service is emphasized in our leadership development programs. The Citadel plays a significant role in community service in the Lowcountry in a variety of ways. The Corps of Cadets has received national recognition for its community service efforts. The Citadel is a charter member of the Lowcountry Graduate Center which focuses on the educational needs of the Lowcountry. The Citadel has been a long time supporter of United Way, and the leadership of the College play active roles in this program

each year. The addition of a new strategic planning initiative to “provide outreach to the region and serve as a resource in its economic development” underscores this commitment.

The Schools of Education, Engineering, and Science and Mathematics worked together to establish a partnership with the Charleston County School District to create a STEM (Science, Technology, Engineering, and Mathematics) Educational Center at The Citadel, and these schools are also developing a partnership with the Charleston County School District (CCSD) and the Charleston Metropolitan Chamber of Commerce to conceptualize and create a “high tech high school.” The School of Education is transforming the GEAR UP and Wachovia Reading Literacy projects into a more sustainable partnership with the Charleston County School District. The School of Education maintains an active partnership with the Charleston County School District to offer master's program in educational leadership to a cohort of area teachers with leadership aspirations.

Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants?

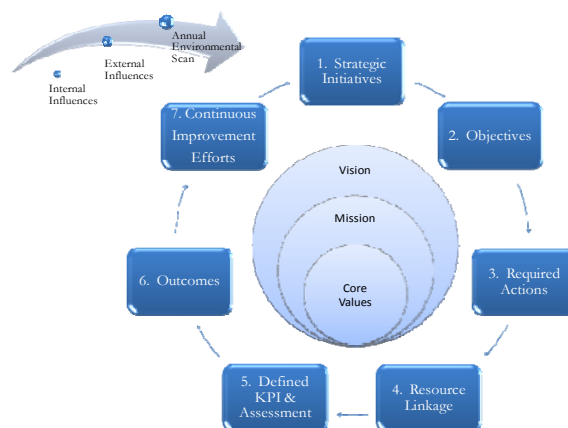
During the 2008-2009 academic year, The Citadel significantly modified the strategic planning process that has been in place since the 1980.

Launch of New Strategic Planning Process

In September 2008, The Citadel launched a new strategic planning process, depicted in the diagram below. A strategic planning website was launched (<http://www.citadel.edu/strategic-planning/>) and strategic planning folders with environmental scans, SWOT analyses, and proposal forms were distributed to every member of The Citadel’s faculty and staff. In December 2008, we received strategic planning proposals from campus-wide constituencies, including proposals for two new strategic initiatives, 105 new objectives and 314 new actions. After carefully setting priorities, the Strategic Planning Working Group narrowed these proposals down to 8 strategic initiatives and 30 new objectives that best represent the stature and prominence we desire for The Citadel of the future.

Implementation of New Strategic Plan

During the 2009-2010 academic-year, the first year action items in the new strategic plan were implemented. Results from this first year (2009-2010) are available in Attachment II.



How does the Strategic Planning Process address:

a. Your organizations' strengths, weaknesses, opportunities and threats

The first step in the strategic planning process is to conduct a SWOT assessment. The Citadel surveyed the entire campus community for feedback on strengths, weaknesses, opportunities and threats. The next campus-wide SWOT analysis is scheduled for Fall 2010.

b. Financial, regulatory, and other potential risks

The Vice President for Finance and Business Affairs serves on the Strategic Planning Working Group and is responsible for monitoring financial and regulatory issues that might influence the strategic planning process and the implementation of the strategic plan. The institution's SWOT analysis is also designed to capture potential risks.

c. Shifts in technology, student and community demographics, markets, and competition

The second component of the institution's strategic planning process is the completion of an Environmental Scan which analyses technology trends, student and community demographics, competition, faculty and staff hiring trends, and economic forces. The institution also maintains an active membership in the Society for College and University Planning (SCUP) which provides a quarterly analysis on trends in higher education.

The Recruiting Process for the Corps of Cadets is monitored through weekly reports that provide a continuing analysis of the potential size, quality, and composition of the incoming class. The projected size of the entering class is based on a model that includes the impact of fall to fall attrition by class with data from the past five academic years.

The Citadel Graduate College assumes primary responsibility for monitoring the academic needs of the Lowcountry community that might impact the College. The following characteristics are monitored annually and compiled for longitudinal studies: race, age, sex, education level, growth rate of population over 25 years of age, employment rate, new job growth, employment by sector, employment by local county and type of business, and income. Data is also collected on the advertising media that are most attractive to our students.

d. workforce capabilities and needs;

The Provost develops a faculty recruitment plan each year. Through this action, deans and department heads are presented the task of projecting and justifying their short-term (next academic year) and long-term (projected 3- to 5-year needs). These need projections include permanent faculty, visiting faculty, and part-time adjunct faculty. Based on these projects, the Provost develops the recruiting budget for the coming year. Other vice presidents develop similar personnel needs assessments that are presented as part of the annual budgeting process.

e. Long-term organizational sustainability and organizational continuity in emergencies.

The senior staff of the College meets each Monday in preparation for a weekly meeting with the President. These Monday meetings are chaired by the Provost/Dean of the College and include all vice presidential-level administrators as well as representatives of key areas of the College. These meetings provide regular, face-to-face exchanges between those members of the staff who must assume most responsibility for implementing the strategic plan and assessing the continuing credibility of the strategic plan. The Citadel has developed extensive, detailed disaster plans that are reviewed periodically. For example, The Citadel's Hurricane Disaster Plan is available on the College's webpage.

f. Your ability to execute the strategic plan

Full implementation of the strategic plan is dependent upon securing funding from private donors through partnerships with The Citadel Foundation. The Citadel has carefully prioritized strategic planning items which require internal and external funding sources. The Strategic Planning Working Group (formerly the Strategic Planning Council) has specific responsibility for monitoring the implementation of the strategic plan of the College. Its composition is specifically designed to ensure that major internal components of the college are represented. This ensures that the implementation of the strategic plan is broadly monitored.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4).

The Citadel has identified the following as barriers and has attempted to address these through budget requests and fundraising efforts:

- Annual State appropriations levels
 - Does not cover HEPI annual inflation
 - Recruitment and retention of quality faculty and staff
 - Construction costs
 - Contracting costs
 - Energy costs
- Lack of State funded capital financing
 - Lack of a bond bill in recent years
- Inadequate need based scholarship funds
- Deferred maintenance deficits mounting (\$70 million)

The Citadel Board of Visitors, our governing board, approved the strategic plan in June 2009. The following Strategic Initiatives were revised as follows in the new strategic plan.

- A. Develop Principled Leaders in a Globalized Environment.
- B. Strengthen the College through Institutional Advancement.
- C. Enhance the Learning Environment.
- D. Develop the Student Population.
- E. Enhance the Facilities and Technological Support for the Campus.
- F. Improve Institutional Effectiveness.
- G. Ensure the College has the Leadership and Talent to accomplish these Strategic Initiatives.
- H. Provide Outreach to the Region and Serve as a Resource in its Economic Development.

Strategic Initiatives B, D, E, and F address identified barriers to success. The other Strategic Initiatives are directed toward enhancing strengths of the College.

3. How do you evaluate and improve your strategic planning process?

The strategic planning process (depicted above) is a circular, continuous process with purposely designed linkages to assessment, budget, key performance indicators, and continuous improvement processes. The BOV is provided quarterly reviews of the Strategic Plan, The Citadel produces an Annual Report on the Strategic Plan (Attachment II), and the Strategic Planning Working Group monitors the progress toward addressing these initiatives as well as their continuing relevance.

4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

As part of the strategic planning process, concrete and detailed action plans and budget requirements are linked to every objective. The BOV is provided quarterly reviews of the Strategic Plan, and the Strategic Planning Working Group monitors the progress toward addressing these initiatives as well as their continuing relevance. Progress is also discussed during monthly Vice President meetings. Taskstream accountability management software was purchased in 2009 and was implemented during the 2009-2010 academic year, enhancing the institutions ability to track progress on strategic planning initiatives.

5. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

The new Strategic Plan is communicated through a wide variety of mechanisms, including a printed version (See Attachment III), strategic planning website, and through communication cards. The plan is also communicated through targeted emails, town halls, and Citadel website announcements. Each member of the Senior Staff is responsible for keeping his/her areas of responsibility focused on how the strategic initiatives can be and are being addressed.

6. How do you measure progress on your action plans?

The BOV is provided quarterly reviews of the Strategic Plan, and the Strategic Planning Working Group monitors the progress toward addressing these initiatives as well as their continuing relevance. Progress is also discussed during month Vice President meetings. Taskstream accountability management software was purchased in 2009 and was implemented during the 2009-2010 academic year, enhancing the institutions ability to track progress on strategic planning initiatives.

7. If the organization's strategic plan is available to the public through the organization's internet homepage, please provide an address for that plan on the website.

The Citadel's Strategic Planning Website can be located at: <http://www.citadel.edu/blueprint/>

Category 3 – Student, Stakeholder, and Market Focus

1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

Typically, over 50% of each entering cadet class initially identify themselves as interested in The Citadel in our first contact with them. They have already determined that we offer something that they want. Approximately 25% of the class results from mailings to students identified through national vendors. We purchase names from a number of vendors (College Board, ETS, College Bound Selection Service, and National Research Center for College University Admissions). Each vendor has different information available on the students in their data files. We select names to purchase based on a selection of variables including interest in military colleges, ROTC programs, and majors that we offer. We also select from geographical areas that have been good markets. The remainder of the class is made up of students identified through other sources such as college fairs, participants at programs held on campus, or other indicators of potential interest such as Boys'/Girls' State, the Hugh O'Brien Leadership Conference, etc. Graduate and evening programs are developed and offered to meet the educational needs of the Lowcountry in cooperation with the College of Charleston.

Another critically important component of our recruiting process is The Citadel Volunteer (CV) Program, formerly known as the Cadet Procurement Program (CAPP). This organization was founded in 1973, and its mission, under the guidance of the Citadel Alumni Association and the Admissions Office, is to identify prospects and then recruit and assist qualified high school students through the matriculation process. Well over 300 alumni serve as Citadel Volunteers. The Citadel has compiled a list of 1064 high schools from 45 states from which at least 1 student has matriculated in the past 3 years. The Citadel Volunteers have initiated an Adopt a High School Program with the specific goal of covering at least 25% of these "Feeder High Schools."

The Citadel surveys the parents of matriculating cadets each fall. Through these surveys, we evaluate the services provided by Admissions, Financial Aid, Registrar, and Treasurer and receive specific suggestions for improving the Parents' Orientation in general. These ratings and suggestions are provided to the individual operations and the responsible vice president for action.

2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

The Citadel administers a number of program-specific surveys. For example, Schools of Engineering, Business Administration, and Education all use alumni surveys as parts of their accreditation reviews. The Citadel also uses survey instruments to gather information from students, alumni, and parents.

- **Student Evaluation of Instruction** is administered in each section of each course offered to provide information and the quality of our teaching and effectiveness of our courses. These evaluations include specific questions that are addressed in each section as well as questions for specific courses, sequences, or subsets of the curriculum.
- **Citadel Experience Survey** is completed by each graduating cadet and addresses components of the curriculum, aspects of cadet life, and each student's plans for the future. Open ended opportunities are provide to encourage students to share suggestions, criticisms, and observations.
- **Alumni Survey** is administered bi-annually and consists of questions prescribed by the CHE and questions designed to determine alumni satisfaction with their Citadel educational experience. This survey was administered in fall 2010 to graduates from the AY 2005-2006.
- **National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)** are administered each spring and contribute to our assessment of academic programs.
- **Cooperative Institutional Research Program (CIRP)** is administered to each entering freshman cadet and covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept.
- **Parents of Matriculating Cadets** are surveyed each fall as part of our efforts to assess the effectiveness and quality of our parents' orientation and the services we provide in our recruiting/admission process.

3. How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

The results of the surveys listed in item 2 are shared with the Office of the President, the Provost/Dean of the College, each vice presidential-level administrator, each academic dean/department head, and the directors of each operation mentioned in the survey.

The CGC has established an Alumni Round Table consisting of distinguished alumni who meet monthly to participate in the CGC strategic planning processes. They provide information on alumni needs, contact to alumni in the community, and, because of their positions in the community, a business perspective for planning. The Graduate Student Satisfaction Survey administered annually also yields valuable results. The CGC Student Government Association is very active and provides valuable insights to student interests and needs.

4. How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

See descriptions of surveys in items 2 and 3. Follow-up surveys are reviewed to determine if concerns and issues persist.

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Positive relationships are built with prospective members of the Corps of Cadets and their families in the following ways:

- **U.S. Mail.** Prospective students and applicants receive an extensive series of letters from various members of the campus community. These personalized letters encourage the students' interest and congratulate them when they receive academic acceptance. Letters from the Office of Admissions also provide students with valuable information regarding The Citadel and the admissions process.
- **Telecounseling.** Approximately 20 trained cadets attempt 15,000-16,000 phone calls each year to prospective students and applicants. The telecounseling program allows cadets to answer questions about the cadet lifestyle while also advising students how to proceed through the admissions process efficiently.
- **E-mail.** Prospective students and applicants receive a regular, personalized electronic newsletter called *Dawg E-Bites* from the Office of Admissions. These messages contain the subtitle "This Week At The Citadel" and are in the form of short narratives, with accompanying pictures, that depict life at The Citadel.
- **Citadel Volunteers.** Originally called the Cadet-Alumni Procurement Program (CAPP) when it was created in 1973, the Citadel Volunteers (CV) Program, allows trained alumni to represent The Citadel at college/career fairs across the country. The 400-450 alumni who participate in this program can potentially speak to thousands of prospective students and applicants each year.
- **Citadel Family Association.** Created in 1993, the Citadel Family Association (CFA) is a group to which all cadet parents/guardians belong. Representatives of the CFA are present at each Pre-Knob (overnight visitation) Program for the purpose of meeting, and answering questions from, the parents of the academically-accepted students participating in the Pre-Knob Program.

The Dean of CGC has established open email communication with registered students. The CGC web site is user-friendly and information packed. The Student Government site provides services, a discussion forum, and current information about textbooks, classes, and services. Student surveys have consistently reported high satisfaction with the academic quality of CGC classes and instructors. Also, CGC has a series of open houses to discuss programs with prospective students.

Communication with our Active Duty Students is accomplished in the main through the respective ROTC Detachments.

6. How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

The institution's complaint management process is closely linked with institutional published guidelines and regulations to ensure prompt and effective resolution. Published guidance and processes are in place to facilitate a variety of complaints including grade appeals and admission appeals. Two ombudsmen are also available to help facilitate effective resolution of any complaints.

Category 4 – Measurement, Analysis, and Knowledge Management

1. How do you select which operations, processes, and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

The operations, processes, and systems to measure/determine student learning are selected by the academic schools and departments and include administering standardized tests, embedding selected questions in tests and exams, developing student portfolios, student surveys, and capstone courses.

Under the guidance of the President, a limited, well defined collection of key indicators/metrics has been developed by the Senior Staff of the College. These key indicators must be sufficiently broad to forecast the health of the College and its success in accomplishing its mission, while sufficiently focused to be manageable and useful. These metrics are updated quarterly and presented in the Dashboard on The Citadel webpage. In addition, each vice president presents a quarterly report addressing specific aspects of his responsibilities with appropriate metrics. Since the adoption of the Strategic Initiatives, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. At present, the Annual Student Surveys, the Annual Assessment Reports, the Status Report on Strategic Initiatives, the annually prepared Fact Book, quarterly reports from each vice presidential level position, and the President's Dashboard presentation of specific performance metrics are important tools by which the College monitors action plans and their progress.

2. How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

The primary source of data/information for the College is the Office of Institutional Research. Each year that operation provides CHEMIS data for the SC Commission on Higher Education and develops The Citadel Fact Book, the Common Data Set, Student Profiles, and the President's Dashboard presentation of specific performance metrics. The Office of Institutional Research also administers numerous surveys throughout the year that provide data for decision-making.

3. How do you keep your measures current with educational service needs and directions?

Because cadet life plays such an essential role in The Citadel educational experience, The Citadel Experience Surveys are administered each spring to the graduating cadet class. This survey covers all aspects of our educational experience including academic programs, academic administrative services, cadet/barracks life, administrative services, etc. Our students' academic performance and retention rates are also monitored closely. The Social Climate Survey is administered to the entire Corps of Cadets every other year. In addition, alumni surveys are administered on a regular cycle. Moreover, the institution also completes benchmark comparisons each year, to assess our current outcomes and spending in the context of other higher education peer institutions.

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

The Citadel completes benchmark comparisons each year, to assess our current outcomes and spending in the context of other higher education peer institutions. We also monitor such metrics as standardized test scores and high school grade point ratios to track the relative quality of the students we are attracting. We monitor the academic performance of our students to track how prepared our admitted students are to master the academic programs we offer. This helps us determine appropriate academic support services. Graduation and retention are also important measures of the success of our students. Fund raising is a measure not just of our financial stability, but also of continuing alumni support and the external reputation of the College. These are among the primary factors that feed our planning and decision making processes.

5. How do you make needed data and information available? How do you make them accessible to your workforce, students and stakeholders?

The Citadel utilizes a wide array of techniques to provide employees, students and stakeholders with information. The Citadel's External Affairs Office provides daily updates on important topics in the news. The Citadel's Lessene Gateway portal also provides an internal mechanism for campus announcements, employee information, and campus events. In addition, the College's internal portal is comprised of multiple information channels that "push" information to campus stakeholders. Scheduled town halls, faculty meetings, and department meetings also provide important communication pathways. Academic catalogs, faculty manuals, and student regulations also communicate important information.

The Citadel's website provides a wealth of information to the workforce, students and stakeholders. While all college web-pages are designed to communicate information, several sites are particularly data-rich. The Human Resources page maintains an accessible collection of college policies and regulations. The Office of Institutional Research maintains a page accessible to the public with the most current data needed for decision-making purposes. The strategic planning page communicates information and provides a pathway for involvement. The Commandant's Office provides daily training schedules for students.

6. How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

Whenever practical, decisions are based on trend data and not on one-time information. For example, the model on which the appropriate size for the incoming freshman class is based includes data from the past 9 entering classes, fall to fall attrition data by class, readmission data, and readmission retention

data. The Office of Institutional Research is the primary source of data for college-wide decision making. (See Item 1.) The institutional assessment plan coordinates the wide array of survey administrations each year to ensure data is available for decision-making purposes.

7. How do you translate organizational performance review findings into priorities for continuous improvement?

Results of the various assessment efforts of the College are shared with the Office of the President, the Provost/Dean of the College, the vice presidential-level administrators, the academic deans, and directors of the various operations included in assessment instruments. These findings are used in the annual budget development process.

8. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

The Citadel has developed a number of processes and documents for preserving institutional knowledge. Primary among them is the information presented on The Citadel webpage. Most operations have developed departmental web pages through which pertinent information is preserved and made widely available. We welcome a visit to www.citadel.edu to see the volume of employee knowledge being preserved through this medium. The Citadel's internal portal also provides a value medium for sharing best practices.

A number of operations must continue to depend on the documentation developed by individual employees. The software systems developed by Information Technology Services and Human Resources are typical examples. Individual employees are expected to document the programs and processes they develop so that someone else could take over their maintenance and improvements. Academic policies and practices are documented in undergraduate and graduate catalogues that are available both electronically and in hardcopy. Standing committees of the faculty present annual reports that are shared through The Citadel webpage, and the Faculty Manual is updated periodically.

Category 5 – Workforce Focus

1. How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

The primary function of The Citadel Teacher-Scholar is effective teaching. Each faculty member is normally scheduled for 12 semester hours or 14 contact hours of lectures and labs (normally representing no more than three separate preparations.) The normal teaching load allows for faculty involvement in student consultations and mentorships along with some scholarly activity. The College's reluctance to increase teaching assignments through overloads evolves from a desire to encourage out-of-class student contacts along with scholarship, professional activities, and service to the College and community. The normal teaching load is nine (9) credit hours when one or more graduate courses are assigned. Faculty positions carrying administrative responsibilities warrant a one or two course teaching load reduction. The Citadel provides Faculty Development Funds through an annual award from The Citadel Foundation. A standing committee of the Faculty evaluates proposals and makes recommendations to the Provost.

For each staff position, there is a Position Description that describes the expectations of the position. The Faculty Council and the Staff Council serve as forums for discussion of faculty and staff development issues.

2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

Faculty and staff initiatives are encouraged and recognized. Working groups such as the SIS Team and Banner Implementation teams bring functional users and ITS staff together to work on issues related to the administrative software packages. This coalition of staff assumes “ownership” for the components of this administrative tool of the College. This approach is repeated in a variety of operational areas of the College.

Standing and ad hoc faculty committees enable faculty from a variety of academic disciplines to come together to address issues or challenges facing the College. For example, the Committee on Evaluation of Instruction has been established to address all facets of this matter, and the Faculty Computer Advisory Committee ensures that the technology needs of our students and faculty are being met.

Sharing of best practices is encouraged at all levels from presidential staff meetings to daily conversations between colleagues. The faculty has established two standing discussion groups, Communication Across the Curriculum and The Citadel Academy for Scholarship, Teaching, Learning, and Evaluation. Through regular meetings of these groups, best practices in teaching and learning and their scholarship are shared. Many of the institutional policies and procedures are preserved through General and Special Orders that are available on the webpage.

3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

The faculty evaluation system and the staff EPMS system provide for opportunities for feedback and support high performance work. The merit system provides graduated merit ratings for higher level performance.

4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

Positions are filled through formal searches, and members of the faculty and staff, as appropriate, are encouraged to apply for and pursue these positions. Members of the faculty are provided opportunities to assume leadership positions through the Faculty Council and various accreditation reviews. Members of the staff have comparable leadership development opportunities through the Staff Council and assumption of duties in the absence of directors.

5. How does your development and learning system for the workforce (leaders) address the following:

- a. development of personal leadership attributes;
- b. development of organizational knowledge;
- c. ethical practices;
- d. your core competencies, strategic challenges, and accomplishment of action plans?

Because of the nature of The Citadel's workforce, distinct, but overlapping, development and learning systems have evolved for the faculty/academic administration, administrative staff, and that portion of the workforce dealing directly with the Corps of Cadets and cadet life. These systems are not intended specifically to develop leaders, but to prepare the most effective workforce for addressing the mission of the College. All members of the various components of the work force identified above are provided workshops on dealing with diversity; sexual harassment; and inappropriate behavior related to the work place or classroom. New members for the faculty are provided a faculty and cadet mentor and a detailed orientation coordinated by the Associate Provost for Academic Affairs. New members of the administrative staff are provided a detailed orientation by Human Resources. New members who will deal with cadets and cadet life are provided a detailed orientation on their roles as leadership mentors and the Values and Respect Program. The development system for each workforce group includes presentations on the mission, core values, and strategic initiatives of the College. The President of the College updates the faculty and staff each year on the state of the institution and the progress on addressing our strategic initiatives.

6. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Each member of the permanent faculty goes through 3 to 6 years, depending on academic rank, of extensive peer review before being considered for tenure and reviews by the department head or dean each year after tenure is awarded. In addition, members of the permanent faculty undergo post-tenure review each six years until retirement. Procedures and expectations for these reviews are presented in the Faculty Manual. The skills and competencies for staff positions are documented in the Position Description, and staff members are evaluated (EPMS) annually on their performances relative to their Position Descriptions.

7. How do you recruit, hire, and retain new employees?

Positions to be filled are widely advertised. The nature of the position will determine where the position will be posted. In the case of faculty and senior administrators, search committees are established, but in all cases, a carefully monitored process requires reviewing applications to determine if the applicant is qualified, selecting from among the qualified candidates those to be interviewed and why, documenting each interview, and selecting the most qualified applicant. This process is followed and documented in each search. For retention, The Citadel attempts to keep salaries competitive through frequent salary studies (four-year cycle), faculty and staff development opportunities, and recognition of individual accomplishments and contributions. The most recent salary study was completed in Fall 2008.

8. How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

At initial hiring, the position announcements outline the education and training required. Once employed, faculty and staff are provided opportunities for professional development and to assume additional responsibilities. While most positions must be advertised and search committees formed, current employees are encouraged to apply.

9. How do you evaluate the effectiveness of your workforce and leader training and development systems?

Each workshop/presentation is evaluated, the Faculty and Staff Councils serve as sources of input, and successes of employees are monitored.

10. How do you motivate your workforce to develop and utilize their full potential?

All members of the faculty and staff are evaluated annually, and part of the evaluation is critique by the department head, dean, or supervisor. One of the responsibilities of the critique is to encourage professional growth and development.

11. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

The Citadel participates in the Chronicle of Higher Education's Great Colleges to Work for Program, which administers an annual social climate survey. A bi-annual SWOT Analysis survey is also administered which assesses faculty and staff perceptions. The Faculty Council, Staff Council, Human Affairs Committee, and ombudspersons serve as forums for assessing faculty and staff well-being, satisfaction, and motivation.

12. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Findings from the surveys and organizations named in item 9 and 11 are used in the institution's strategic planning process and are shared with the departments/operations/individuals named and adjustments are made. The administrative official responsible is charged to conduct follow up investigations.

13. How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

Both Public Safety and the Safety and Risk Manager report to the Vice President for Facilities and Engineering. Physical Plant Emergencies include: fire, electrical shorts, flooding from burst pipes or backed up drainage systems, leaking windows and roofs and those situations when additional damages will result if immediate repairs are not made. Non-emergencies include such events as: plumbing backups that do not result in overflow, plumbing that does not function when other facilities are available, lights that do not work and non functioning air conditioning.

The Safety and Risk Officer should be immediately notified anytime:

1. There has been a fire anywhere on campus that results in an injury to an employee or student, or if the fire required the use of firefighting equipment (including portable extinguishers) or fire department response to extinguish.
2. An emergency involving any hazardous material occurs.
3. An accident or emergency that has resulted in significant (over \$1,000) in property damage has occurred.
4. An accident requiring transport by EMS or when a death has occurred.

Policies and procedures regarding public safety and emergency plans are available on The Citadel webpage.

Category 6 – Process Management

1. How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

Throughout its history, The Citadel's primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The cadet lifestyle provides a disciplined environment that supports the growth and development of character, physical fitness, and moral and ethical principles.

A complementary purpose of The Citadel, realized through the Citadel Graduate College, is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

The Citadel offers five undergraduate degrees with nineteen major offerings, six master's degrees in sixteen academic areas, and the specialist degree in two areas. The Corps of Cadets is a full-time residential student body functioning in a structured cadet lifestyle, and our graduate students are, in the main, practicing professionals who are employed full-time. The lifestyle of these groups requires that a great deal of learning take place in the classrooms. The Citadel, therefore, requires class attendance for all members of the Corps of Cadets and offers its degree programs through small classes taught by qualified, motivated faculty. This small student/faculty ratio is complemented with a variety of academic support services including full electronic access to Library holdings, extensive writing and learning strategy support, support for students with learning differences to help them become efficient and independent learners, and programming and activities designed to increase the involvement of minority students in extracurricular activities.

The Citadel administers a number of program-specific surveys, for example the Electrical Engineering Evaluation of Learning. The Citadel also uses multiple survey instruments to gather information from students.

Student Evaluation of Instruction--Each section of each course offered—fall, spring, Maymester, and Summer Sessions--is evaluated through the Student Evaluation of Instruction Instrument.

Citadel Experience Survey--Each graduating cadet class is surveyed through the Citadel Experience Survey. This survey addresses components of the curriculum, aspects of cadet life, and each student's plans for the future. Open ended opportunities are provided to encourage students to share suggestions, criticisms, and observations.

Alumni Survey--The Alumni Survey is administered bi-annually and consists of questions prescribed by the CHE and questions designed to determine alumni satisfaction with their Citadel educational experience. This survey was administered in fall 2010 to graduates from the AY 2005-2006.

The CGC web site is user-friendly and information packed. The Student Government site provides services, a discussion forum, and current information about textbooks, classes, and services. Student surveys have consistently reported high satisfaction with the academic quality of CGC classes and instructors.

2. What are your organization's key work processes?

Since The Citadel is predominantly an undergraduate teaching institution, our key work processes all center around teaching and learning and supporting these activities.

3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

Results of all surveys and questionnaires are distributed to the Senior Staff, deans/department heads, and those operations addressed.

4. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

Every operation of the College is urged to be cognizant of ways to improve services and efficiencies in its areas of responsibility, and there are examples in every area. Classrooms have been renovated with multimedia capability to include internet access for complementing lectures. Through electronic data bases and campus networking, the Library has made its holdings available to its users whenever they are needed and wherever the user might be working. For the Registrar's Office and the Banner Information System, degree-audits, on-line grade submission, and on-line registration are but a few of the accomplishments. These kinds of advancements can be found in practically every area of the College and result in cost saving in personnel, supplies (paper and ink), and time.

5. How do you systematically evaluate and improve your work processes?

The strategic planning process drives institutional evaluation and improvement. Additional key performance measures are user satisfaction and performance improvement. The performance measures are assessed through surveys, student participant performance, and annual assessment reports. Resource allocation for these processes is modified relative to their performance records.

6. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

As an academic institution, The Citadel's primary support processes must be related to the teaching/learning enterprise, and these have already been addressed. Support processes in the areas of information management, finance and accounting, facilities management, human resources, and administration in general are evaluated through the Annual Assessment Reports, the Status Report on the Strategic Plan, the annually prepared Fact Book, the President's Dashboard, and the quarterly reports presented to the President and Senior Staff by each vice presidential level office of the College.

7. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

Through The Citadel's Finance module of Banner Enterprise Information System, each budgeted department has direct electronic access to its budget at all times and can move funds (except for utilities and personnel services) from one budget line to another when circumstances warrant. The Budget Office tracks revenues, expenditures, and the budget through quarterly reviews. While any department may submit at any time through appropriate channels requests for additional funds/resources to address

emergency needs, The Citadel has instituted a formal Mid-Year Review process for addressing unfunded requirements that present themselves during the current budget year.

Implementing the Budget

June

Budget for current fiscal year is closed.
Board of Visitors approves budget for coming fiscal year.

July

New budget is implemented through various department accounts. Department heads validate new fiscal year budgets and notify Budget Office of any issues. Budget Office validates that budgeted revenues (student tuition/fees and State appropriations) and budgeted expenditures are in balance.

September-October

Budget Office conducts 1st Quarter review to ensure that revenues and spending are tracking with budget projections. Any discrepancies are reported to the departments.

November-December

Budget Office requests input for the Mid-Year Review. Through these requests, departments identify unfunded requirements for the current budget year and new requirements for the next fiscal year.

January-February

Budget Office conducts 2nd Quarter review, projects end-of-the-year revenue and expenditure levels, compares these levels with the budget, and determines if any funds can be made available to address unfunded requirements that have surfaced in the Mid-Year Review. Unfunded requirements are identified as one-time or recurring. Provost and Vice Presidents prioritize unfunded requirements and within the scope of available funds recommend to the President the funding of top priorities. The President makes final decisions on funding of unfunded requirements. Departments are notified of adjustments in budgets based on the Mid-Year Review process.

March-April

Budget Office conducts 3rd Quarter review; again projects end-of-the-year revenue and expenditure level, compares these with the budget, and determines if any actions are required.

June

Budget Office takes actions to close out the current budget year.

Developing the Budget

September-October

Budget Office prepares preliminary budget for submission to State. This preliminary budget is based on historical data; projected enrollments; guidance provided by the Provost, Vice Presidents, and President; and Strategic Goals/Priorities of the College.

November-December-January

Through the Mid-Year Review process for the current budget, the Budget Office gathers information from the departments about unfunded requirements that are recurring or cannot be addressed in the current budget and new requirements.

February-March-April

Based on actual expenditures over the past two fiscal years, projected expenditures in the current year, projected revenues for the coming year, and unfunded requirements and requests for new funds identified in the mid-year review of the current budget and approved for funding in the coming budget year, the Budget Office prepares and loads into the College computer system proposed department budgets for the coming year.

May

Departments are provided electronically a computer screen containing the revised budget for the previous fiscal year, the original and revised budgets for the current fiscal year, and the proposed budget for the coming fiscal year. Based on this data, departments can identify any additional unfunded requirements. The Provost and Vice Presidents review the proposed department budgets and additional unfunded requirements identified by departments in their review of proposed department budgets and make final budget adjustments based on the results of annual assessment reports of the departments and the strategic goals/priorities of the College. The final version of the proposed budget is presented to the President.

June

Proposed budget is presented to the Board of Visitors for final approval.

July

Proposed department budgets are adjusted to reflect final budget actions. Proposed budget becomes official budget, and execution of the budget begins.

Category 7 – Organizational Performance Results

The Organizational Performance Results Category examines your organization's performance and improvement in all key areas: student learning outcomes; student- and stakeholder-focused outcomes; budgetary, financial, and market performance; workforce focused outcomes; process effectiveness; and leadership and social responsibility outcomes. Performance levels are examined relative to those of competitors and other organizations providing similar programs and services. Quantitative measures may be supplemented by a discussion of qualitative measures where appropriate; however, every effort should be made to use appropriate quantitative measures that can be charted to show trends and comparisons to benchmarks.

Over the years, The Citadel has developed a variety of key indicators as it monitors organizational performance. Many of these are published in The Citadel Fact Book. Fact Book 2009 is available on The Citadel Web Page at http://www.citadel.edu/instresearch/efactbook/main_navmenu.htm.

The Citadel has, in the main, measured its success against its own past performances. As an academic institution, The Citadel's primary support processes must be related to the teaching/learning enterprise, and these have already been addressed. Methods for evaluating and improving support processes in the areas of information management, finance and accounting, facilities management, human resources, and administration in general are being refined.

The Citadel's primary sources of performance data are the Annual Report on the Strategic Plan (see Attachment II), the annual Fact Book (available on line at <http://www.citadel.edu/instresearch/factbook/2008factbook.pdf>), Annual Assessment Reports, and the President's presentation of specific performance metrics. A limited, well defined collection of key indicators/metrics have been developed by the Senior Staff of the College. The current status of each of these key indicators is presented in a Dashboard (available on line at <http://www.citadel.edu/instresearch/dashboard.htm>) that is available on The Citadel webpage. Since the adoption of the Strategic Initiatives, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. At present, the Annual Assessment Reports, the Status Report on the Strategic Initiatives, the annually prepared Fact Book, the President's Dashboard, and quarterly reports to the President and Senior Staff by each vice presidential office are the primary tools by which the College monitors action plans and their progress.

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

Two of the key measures for student learning are graduation rates and grade point ratios.

Table 7.1-1 Four- and Six-Year Graduation Rates

Table 7.1-1 Four- and Six-Year Graduation Rates

Fall	Headcount	Cumulative Graduation Rates	
		Graduated within	Graduated within
		4 Years	6 Years
1994	481	59.30%	66.40%
1995	499	62.50%	70.30%
1996	474	56.40%	66.20%
1997	441	62.30%	71.90%
1998	484	57.30%	66.00%
1999	517	55.00%	64.90%
2000	553	62.40%	71.30%
2001	570	59.20%	65.20%
2002	520	59.18%	68.16%
2003		67.00%	78.00%

Source: Institutional Research

Table 7.1-1b Four-Year Graduation Rates

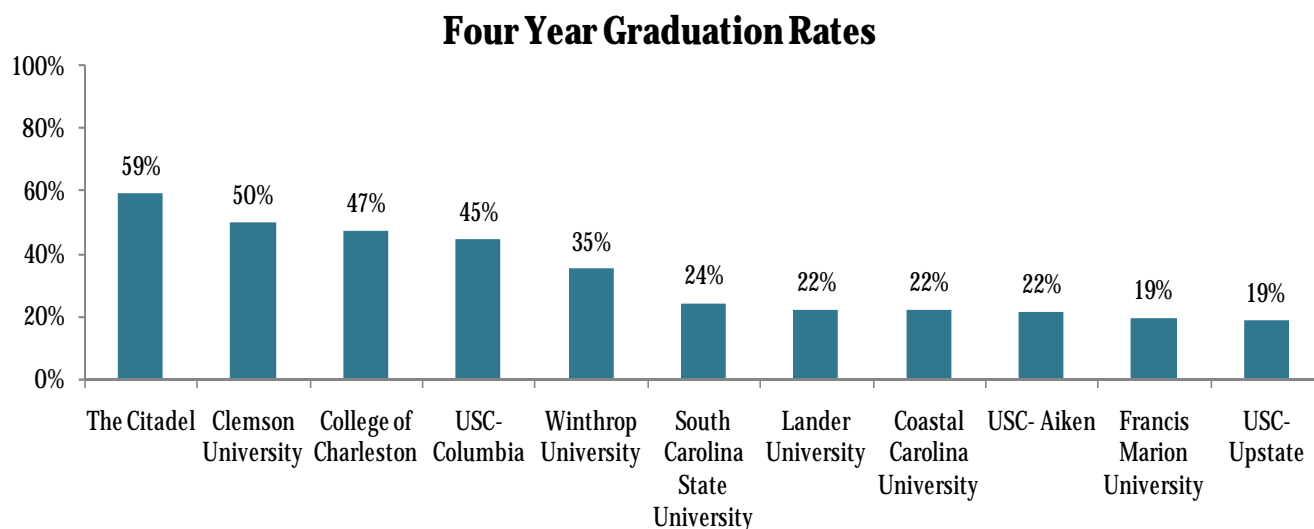


Table 7.1-2 Cumulative and Term Grade Point Ratios by Cadet Class

Cumulative Grade Point Ratios*

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Freshman	2.21	2.39	2.36	2.34	2.56	2.50	2.55	2.71	2.58	2.56	2.69	2.77	2.77	2.77
Sophomore	2.51	2.49	2.51	2.56	2.59	2.62	2.56	2.57	2.74	2.65	2.65	2.75	2.74	2.78
Junior	2.62	2.62	2.65	2.67	2.72	2.72	2.71	2.67	2.69	2.84	2.76	2.77	2.84	2.92
Senior	2.67	2.68	2.72	2.73	2.72	2.75	2.81	2.79	2.74	2.75	2.92	2.85	2.86	3.07

Average Fall Term Grade Point Ratios by Cadet Classification*

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Freshman	2.21	2.39	2.36	2.34	2.56	2.49	2.55	2.70	2.58	2.55	2.69	2.77	2.77	2.77
Sophomore	2.64	2.63	2.61	2.68	2.76	2.68	2.62	2.60	2.76	2.71	2.76	2.80	2.70	2.78
Junior	2.96	2.86	2.96	2.93	2.97	2.97	2.87	2.79	2.83	3.04	2.95	2.95	2.97	2.92
Senior	2.99	3.02	2.99	3.03	3.03	3.02	3.05	3.04	2.99	3.10	3.33	3.12	3.12	3.10

*As of the end of the Fall Semester; excluded discharged cadets.

Source: Associate Provost Semester Grade Analysis

7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

Major key measures of student satisfaction are fall to fall retention rates for all classes. As an example, the following table provides freshman retention.

Table 7.2-1 Fall to Fall Retention Rates for First-Time/Full-Time Freshman Cadets

**Table 7.2-1 Fall to Fall Retention Rates for
First-Time/Full-Time Freshman Cadets**

Fall	Headcount	Retention Rate after 1 Year
2000	553	81.00%
2001	570	78.40%
2002	520	77.50%
2003	553	80.50%
2004	569	81.90%
2005	585	81.90%
2006	584	81.20%
2007	621	83.70%
2008	649	83.00%

Source: Institutional Research

The Citadel continues efforts to enhance Academic Support Services. The following table presents expenditures in support of the Office of Access Service, Instruction, and Support (O.A.S.I.S.), that provide service for students with learning difference, Writing and Learning Strategies, and Multicultural Student Services.

Table 7.2-2 Expenditures in Academic Support Services

	2005	2006	2007	2008	2009
OASIS	\$303,778	\$327,741	\$325,816	\$111,619	\$118,167
Writing and Learning Strategies	\$154,365	\$187,776	\$192,665	\$207,063	\$180,463
Multicultural Student Services	\$105,239	\$102,589	\$139,850	\$150,058	\$143,439
Citadel 101	\$25,000	\$25,000	\$28,157	\$28,600	\$33,824
TOTAL	\$588,382	\$642,188	\$686,488	\$497,340	\$475,893

Student satisfaction is also assessed through the Citadel Experience Survey that is administered to each graduating cadet each spring. The results are provided to each organization or service addressed in the survey. Alumni are surveyed every other year, and results are shared.

7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

The Citadel's financial statement audits going back to 1997, and NCAA audits going back to 1998 are available at <http://osa.sc.gov/statereports/citadel/>. Expenditures are closely monitored against budgets, and budgets are closely monitored against revenues. The Strategic Plan also contains an initiative to enhance institutional effectiveness, progress is monitored monthly.

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

The Citadel depends on the Faculty Council, Staff Council, and Human Dignity Committee to identify issues of concern to the faculty and/or staff. When such issues are presented, steps are taken to address them. For example, when issues of inequities in salaries and promotions were raised several years ago, the College engaged a consultant to review all faculty and staff salaries and compare them with national averages. Salary increases were provided where identified, and the College is committed to conducting a salary review on a four-year cycle. In addition, the College sponsors an Employee Appreciation Day each summer. All employees are invited to The Citadel Beach House for fun, food, and prizes.

Key performance measures for faculty performance and development are funding levels provided for faculty research and development.

Table 7.4-1 Faculty Development and Faculty Research

	2005	2006	2007	2008	2009
Faculty Development	\$170,000	\$155,000	\$ 95,000	\$ 98,503	\$75,991
Faculty Research	\$195,000	\$219,000	\$233,374	\$227,500	\$252,942
Sabbatical Support	\$100,000	\$ 95,000	\$170,875	\$ 30,000	\$100,200
TOTAL	\$465,000	\$469,000	\$499,249	\$454,506	\$429,133

An additional key performance measure for faculty satisfaction is average salaries.

Table 7.4-2 Average Faculty Salaries by Academic Rank

Note: Faculty Salaries reported according to CUPA definitions

	Professor						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
The Citadel	\$67,072	\$74,514	\$77,745	\$77,994	\$77,456	\$79,907	\$83,708
Coastal Carolina College of Charleston	\$62,281	\$68,471	\$71,845	\$73,231	\$78,667	\$82,159	\$83,036
Winthrop Univ.	\$68,135	\$71,298	\$75,055	\$76,064	\$77,260	\$80,548	\$81,225
	\$62,403	\$65,448	\$69,727	\$72,651	\$75,230	\$75,968	\$74,655

	Associate Professor						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
The Citadel	\$55,885	\$60,986	\$64,425	\$65,858	\$68,850	\$67,693	\$68,680
Coastal Carolina College of Charleston	\$53,937	\$56,615	\$59,385	\$62,123	\$63,887	\$67,679	\$68,397
Winthrop Univ.	\$53,901	\$57,400	\$60,165	\$61,522	\$63,396		\$64,988
	\$54,456	\$57,919	\$60,168	\$63,131	\$65,428	\$65,780	\$65,384

	Assistant Professor						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
The Citadel	\$47,148	\$48,957	\$52,627	\$53,043	\$55,655	\$54,035	\$55,707
Coastal Carolina College of Charleston	\$44,887	\$48,248	\$51,395	\$53,996	\$57,786	\$58,005	\$57,468
Winthrop Univ.	\$45,268	\$47,196	\$49,596	\$52,461	\$55,527		\$58,388
	\$45,908	\$47,433	\$50,621	\$52,117	\$53,005	\$53,895	\$55,013

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)?

Tables addressing Student Performance/Development are presented in 7.1 and 7.2 above. Key measures of organizational effectiveness/operational efficiency are being developed as described in the introduction to this category.

A key measure in monitoring Strategic Initiative C, Enhance the Learning Environment, is the scholarships and grants provided by the College.

Table 7.5-1 Scholarship and Grants

	2005	2006	2007	2008	2009
Citadel Funded Scholarships	\$4,366,278	\$4,020,553	\$4,266,549	\$4,836,775	\$4,726,901
Athletics Grants in Aid	\$2,081,551	\$2,140,729	\$2,146,968	\$2,613,699	\$2,654,935
Fee Abatements	\$ 996,406	\$1,115,789	\$1,119,533	\$1,414,638	\$1,119,533
ROTC Scholarships	\$ 421,470	\$ 412,100	\$ 431,938	\$ 630,953	\$446,985
TOTAL	\$7,865,705	\$7,699,171	\$7,964,988	\$9,496,065	\$8,948,354

Table 7.5-1a Graduate Assistantships

	2005	2006	2007	2008	2009
The Citadel Foundation Funded	\$384,420	\$367,713	\$348,105	\$405,000	\$265,615

The Citadel continues its efforts to improve an aging physical plant. The Citadel has now replaced three barracks with new facilities and constructed one new barracks. Stevens Barracks is the sole remaining existing barrack and was constructed in the late 1940s. Stevens Barracks underwent extensive renovations last year on four floors in support of the increasing size of the Corps of Cadets. It is projected that these renovations will render Stevens Barracks serviceable until funds can be secured to replace it.

7.6 What are your performance levels for your key measures related to leadership and social responsibility?

a.) accomplishment of your organizational strategy and action plans

Since The Citadel considers service as a cornerstone of principled leadership, public service is reviewed each year. Three service awards (Ackerman Leadership in Community Award, Harry R. Dawley, Jr. Community Service Award, and Andrew Mazur Citizenship Medal) have been established to recognize exemplary records in community service. The Corps of Cadets continues to compile a significant record of community service and to support the community with significant donations through on-campus blood donations to the American Red Cross.

The Krause Initiative in Ethics and Leadership, in support of The Citadel Vision, is a college-wide effort to enhance leadership development and ethical growth at The Citadel.

Established in July of 2003, the mission of the Krause Initiative is to provide institutional programs and activities that will help strengthen The Citadel's preparation of principled leaders. Supporting The Citadel's core values, the Krause Initiative promotes the ethical growth and leadership development of our students while serving as a model for peer institutions.

Table 7.6-1 The Krause Initiative on Ethics and Leadership

	2005	2006	2007	2008	2009
Citadel Subsidy	\$ *	\$ 8,135	\$ 21,370	\$69,979	\$279,286
Krause Funds	\$68,346	\$85,029	\$ 83,969	\$122,569	\$140,389
TOTAL	\$68,346	\$93,164	\$105,339	\$210,844	\$419,675

The Citadel continues to market its CGC programs aggressively.

Table 7.6-2 Marketing Expenditures for College of Graduate and Professional Studies

	2004	2005	2006	2007	2008	2009
Advertising	\$ 52,636	\$ 66,306	\$ 63,185	\$ 63,709	\$ 64,334	\$64,334
Salaries	\$ 48,000	\$ 68,111	\$ 68,111	\$ 55,454	\$ 61,410	\$61,410
TOTAL	\$100,636	\$134,417	\$131,296	\$119,163	\$125,744	\$125,744

The Citadel continues efforts to enhance the technological environment of the College in support of teaching and learning. During the 2009-2010 academic year, we initiated the implementation of a new ERP. This is a multi-year, multi-million dollar project that will have profound impacts on every aspect of the College.

Table 7.6-3 Expenditures for Information Technology in Support of Teaching and Learning

	2005	2006	2007	2008	2009
Data Processing Supplies	\$135,638	\$359,283	\$690,450	\$418,183	\$ 265,981
IT Equipment under \$5000	\$50,026	\$ 42,986	\$ 19,034	\$ 83,647	\$ 79,298
Software	\$340	\$ 4,421	\$ 32,537	\$ 60,248	\$ 823,012
Equipment	\$250,026	\$154,082	\$102,132	\$108,170	\$ 41,787
TOTAL	\$436,919	\$560,772	\$839,392	\$670,248	\$1,210,078

b.) stakeholder trust in your senior leaders and the governance of your organization

During the 2008-2009 academic year, The Citadel participated in the Chronicle of Higher Education's Great Colleges to Work For Program, which administers a social climate survey to faculty and staff. The Citadel plans to administer the survey again during the 2010-2011 academic year.

c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance

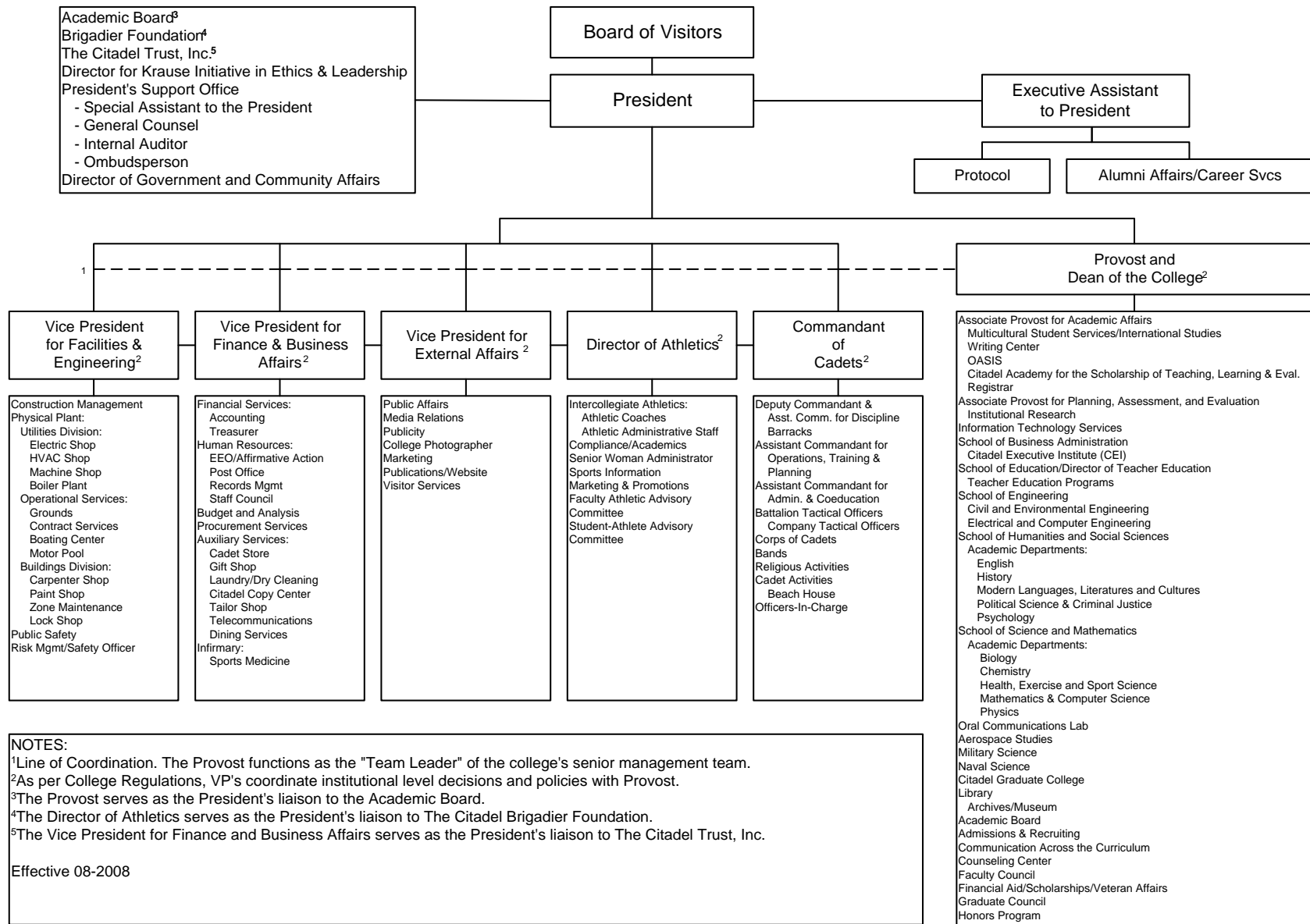
The Citadel has selected as a key measure of fiscal accountability the monitoring of expenditures against budget. See Table 7.3-1 above. The Citadel's procurement services are audited every three years by the Materials Management Office of Audit and Certification. The Citadel's compliance record is also part

of each external financial audit. Because The Citadel's operating budget has remained fairly stagnant over the past several years and there has been little flexible funding, we have measured our success in terms of actions taken to address the mission of the College and specifically the Strategic Initiatives approved by the BOV.

d. organizational citizenship in support of your key communities?

See Category 1, item 10. As an academic institution, The Citadel supports its communities through a variety of events each year that are open to the public. These include the annual Christmas Candle Light Service presented by Cadet Choral Groups, the Fine Arts Series, the Friends of the Library Series, and speakers and presentations sponsored by schools and academic departments. During the 2010-2011 academic year, The Citadel will require service learning activities from every sophomore, benefiting over 25 community agencies.

The Citadel Organization and Function Chart August 4, 2008



NOTES:

¹Line of Coordination. The Provost functions as the "Team Leader" of the college's senior management team.

²As per College Regulations, VP's coordinate institutional level decisions and policies with Provost.

³The Provost serves as the President's liaison to the Academic Board.

⁴The Director of Athletics serves as the President's liaison to The Citadel Brigadier Foundation.

⁵The Vice President for Finance and Business Affairs serves as the President's liaison to The Citadel Trust, Inc.

Effective 08-2008

Attachment I

Objectives/Action Items for Revised Strategic Initiatives 2002-2009

A. *Focus on the Development of Principled Leaders*

1. Implement the initial phase of the Citadel Values and Respect Program by Fall 2006 (SA/AD).
2. Integrate Vision, Mission, and Core Values into all Corps related training and activities starting in Fall 2006 and CGC related information and activities starting in Fall 2007.
3. Create an integrated leader development model within the Citadel Experience by August 2007.
4. Fully develop and implement the Citadel Values and Respect Program (Honor Education, Wellness, Human dignity, Leader Development, Sexual Assault/ Harassment) by Fall 2007.
5. Complete the study of the 24 hour schedule and physical effectiveness of the 4th class IAW the QEP May 2007. Implement needed changes in Fall of '07.
6. Establish an automated Cadet Accountability System by fall 2007 IAW QEP.
7. Review the Honor System by May 2008 as an integral component in the preparation of Principled Leaders.
8. Review Cadet Discipline System by May 2008 as an integral component in the preparation of Principled Leaders.
9. Embed a culture of Values and Respect into The Citadel ethos by Fall 2010.

B. *Strengthen the College through Institutional Advancement*

1. Develop a Strategic Communications Plan for the college by July 2006 and update as needed (semi-annually).
2. Enhance donor relations and stewardship processes with TCF, TCBF, and CAA by Spring 2007.
3. Create a comprehensive Marketing Plan by fall 2007.
4. Develop concepts and plan for future capital campaign by 1 Oct 2007.
5. Provide TCF, TCBF, and CAA "need based" statements annually to portray funding shortfalls for different institutional needs appropriate for fundraising.
6. Acquire sufficient unrestricted and restricted private funding by 2010 to allow The Citadel to operate with a stable funding base and to limit annual student tuition and fee increases to the Higher Education Price Index (HEPI).

C. *Enhance the Learning Environment*

1. Complete NCAA Self Study by May 2007.
2. Provide resources on an annual basis to enable all students to be competitive at conference or national levels across all program areas by fall 2007.
3. Achieve initial accreditation in Computer Science by AY 2007-2008.
4. Improve and continue to integrate the academic support programs, as reflected by our assessment process, to meet the goals of the institution by fall 2008.
5. Maintain accreditation through the Southern Association of Colleges and Schools (SACS) by fully implementing the QEP by August 2009.
6. Maintain Academic Program accreditation in the following academic areas; Business Administration, Education, Engineering, and Psychology. Critical dates will vary by professional association. Fall 2007 is the earliest critical date (Education).
7. Review annual academic assessment reports to determine critical needs for inclusion in the budget request process by fall 2006.

D. *Develop the Student Population*

1. Determine annually the feasibility of additional off-campus course offerings to include distance learning capabilities by fall 2006.

2. Revise recruiting strategy and goals by Jan 2007 to achieve increased minority and female representation within the Corps.
3. Average one national level post-graduate scholarship per year by May 2007.
4. Review feasibility of reinstating Veterans Program by June 2007
5. Examine institutional best practices of assessing the quality of incoming class and establish a revised methodology by fall 2007.
6. Conduct academic needs assessment every 3-5 years beginning fall 2008.
7. Improve freshman and class cohort retention to exceed the national average and those of designated peer institutions IAW QEP by 2009.
8. Implement Plan A (grow Corps by approximately 2 companies) by fall 2010.
9. Using AY 05-06 as a baseline, grow CGC enrollment by 25 % by fall of 2010.

E. Enhance the Facilities and Technological Support for the Campus

1. Create and implement an integrated technology plan for The Citadel beginning by Aug 2007.
2. Annually plan and execute expenditure of State Education Lottery funding to improve institution's technology capabilities by fall 2007.
3. Revise The Citadel Facilities Master Plan IAW Comprehensive Permanent Improvement Plan (CPIP) schedule for 2007 and beyond.
4. Reduce deferred maintenance at an average annual rate of 25% of total deferred maintenance costs by 2012 (pending consistent funding levels).

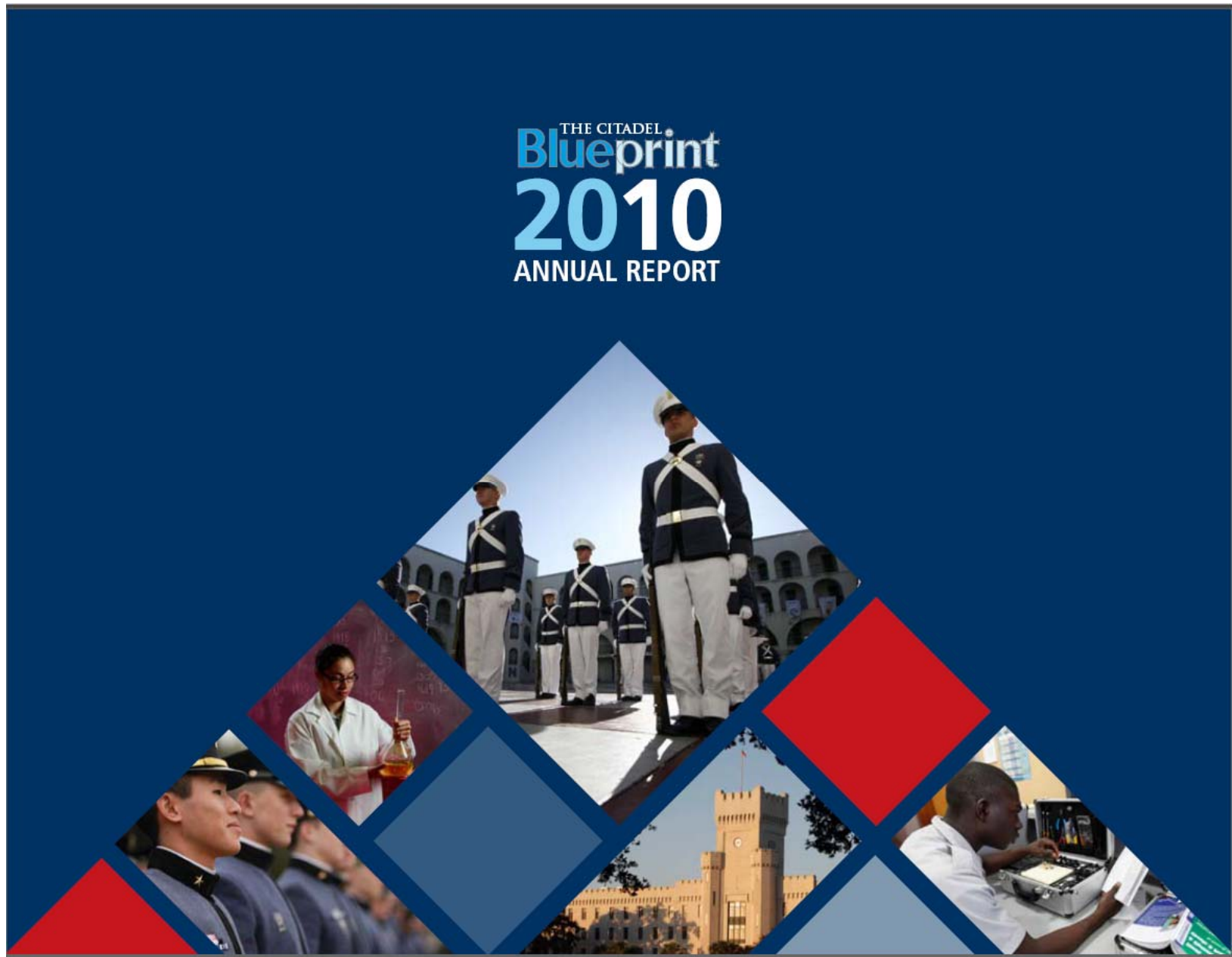
F. Improve Institutional Effectiveness

1. Develop and implement a reporting process that provides standardized "key metrics dashboards" to reflect institutional progress by 31 August 2006.
2. Integrate the following State reporting requirements, by September 2006, into the planning/assessment processes of the College (annual): CHE Performance Funding; Agency head Evaluation; Accountability Report.
3. Improve organizational design and capacity for institutional assessment to embed integrated assessment efforts within The Citadel culture by July 2007.
4. Seek out best practices and, as a minimum, implement a new practice in each VP area that improves organizational effectiveness and reduces the need for annual tuition increases by spring 2008.
5. Revise and publish a strategic planning process that outlines a formal process of assessing results, updating performance indicators, and revising plans that contribute to institutional progress by fall 2008.

G. Ensure the College has the Leadership and Talent to Accomplish these Goals

1. Conduct a faculty salary study every three years beginning in fall 2006.
2. Revise the recruiting and hiring processes to improve the diversity of the administration, faculty and staff (by Jan 2007).
3. Establish diversity goals for each employment category annually.
4. Quarterly examine staffing levels to ensure sufficient manning and to determine progress toward diversity goals.
5. Conduct a salary study for administrative and staff positions every three years beginning in spring 2007

Attachment II: Annual Report on the Strategic Plan



THE CITADEL BLUEPRINT 2010 ANNUAL REPORT

We are pleased to share with you The Citadel's 2010 Annual Report for the Blueprint, the three-year strategic plan for the college. As we enter the second year of the Blueprint against the backdrop of the still challenging economic climate, we are encouraged by the selfless participation of all members of the campus community.

Despite the economy, or perhaps because of it, we are seeing signs of renewed energy and new efficiencies in every department. It is through the hard work and innovation of our faculty, staff, students and alumni that we are succeeding in delivering a world-class education and meeting our strategic planning goals. We are also experiencing record application and enrollment numbers in the South Carolina Corps of Cadets and steady growth in The Citadel Graduate College.

We know that everyone in The Citadel community holds a deeply felt personal interest in our long-term success, which is why we are pleased to present a selection of spotlights from the 2009-10 academic year, the first of our three-year journey.

We encourage you to follow our progress on campus by using our various channels of communication. For alumni, we publish Alumni News every other month and we distribute "Through the Dataport" twice monthly. On campus, we continue to hold our Town Hall meetings every other month, which gives us the opportunity to meet directly with faculty and staff to discuss their concerns and their ideas for enhancements. And, increasingly, we will be using the portal, Lesesne Gateway, to manage various announcements and updates.



EARLY SUCCESS, JUST THE BEGINNING

As a fast-paced plan, the Blueprint focuses our priorities on the new initiatives we need to implement in support of our objectives to provide a top quality education and first-rate leadership development curriculum at both the undergraduate and graduate levels. At the same time, we are engaging different stakeholders in the lowcountry region with new programs and partnerships. And, none of these early advances would be possible without the selfless support and passion of our faculty and staff who are persevering through new and challenging economic pressures and fiscal cutbacks. Thanks to the dedication of our faculty and staff, as well as the interest and support of our donors, friends and corporate partners, the college is able to advance plans to expand the programs we know students need to achieve their goals.

During the first year, we have been able to realize sizable goals such as the first phase renovation of Daniel Library, installation of the new HVAC and lighting system in Capers Hall, launch of the Citadel's new academic resources such as the Bastin Financial Lab on the second floor of Bond Hall, kick-off of the college's STEM Center of Excellence, Expansion of the Krause Center, partnerships with Google, implementation of a new Banner Enterprise Information System, renewed efforts to market the college to undergraduate and graduate students in refreshing ways, and much more that is detailed in this annual report.

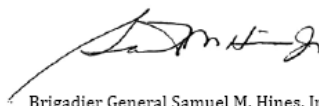
We want to thank you for your generous support during these challenging times. Of course, with the lingering grip of the economy, our resolve will be tested, but I know we will prevail in our quest to be further recognized as one of the nation's most respected institutions that develops principled leaders in a volatile society.

To see more details of what we have been accomplishing during the last few years, we encourage you to read further in this report, or you can follow our progress and see photo exhibits at citadel.edu/presidentialreport2010.

Thank you for your continuing strong support of The Citadel.



John W. Rosa, '73
Lieutenant General, USAF (Retired)
President



Brigadier General Samuel M. Hines, Jr., SCM
Provost and Dean of the College





SUMMARY OF BLUEPRINT ACHIEVEMENTS

This progress report outlines the success The Citadel is realizing in implementing the critical priorities of The Blueprint, the college's 3-year strategic plan. 2009-2010 was a very productive year of advancement despite the gripping challenges of the state and national economic conditions.

In the spirit of The Citadel's promise of accountability for The Blueprint, we provide this digest report to the Office of the President, the Board of Visitors, the legislature and governor of South Carolina and all parties interested in the growth and future of The Citadel. This report can also be found on our website by visiting www.citadel.edu/blueprint/2010report.



1

Strategic Initiative One

Develop Principled Leaders in a Globalized Environment

The Citadel is committed to enriching the leadership development programs, and in particular providing opportunities for cadets to earn true leadership skills earlier in their tenure on campus.

Sophomore Seminar



For the 2010-11 academic year, The Citadel is introducing the new Sophomore Seminar program, an innovative course integrating academic and co-curricular leadership curricula led by the Director of the Academic Leadership Program, Dr. Michael Fekula. Research for this program was begun in the 2009-10 academic year and is noted for the campus-wide collaborative effort of the faculty to make it a reality so quickly. This course employs Medal of Honor curricula and case study scenarios to help foster meaningful examination of effective leadership. As a year-long, mandatory leadership learning module, it features classroom and

practical community experience in the greater lowcountry region during which cadets learn the effects of good and bad leadership experiences. The value of this study and practicum is to provide cadets more advanced leadership guidance earlier in their development cycle, and engender stronger overall retention.

New Program Development Director, Krause Center



In keeping with the Krause Center growth objectives, the Center enhanced its staff with the addition of Col. Preston McLaughlin, USMC (ret.), Citadel class of 1983. With his career experience in leadership program development, he will add valuable resources to help the

Krause Center achieve its goal of delivering one of the nation's coveted leadership learning centers.

Service Learning



The Citadel has significantly evolved our service learning programs, adding required modules in the Sophomore Seminar to ensure cadets are exposed early to leadership best practices. As part of the program expansion, The college formed service learning partnerships with

25 community organizations in the low-country. For the 2010-11 academic year, The Citadel also doubled the number of Vista Volunteers working with cadets.

E-Leadership Portfolio



The new cadet E-Leadership Portfolio provides an electronic profile documenting and assessing students' leadership development growth over time. This four-year initiative, starting in the freshman year, documents leadership outcomes through four pillars: academic, military,

physical, and moral and ethical effectiveness. The portfolio includes a strong career development focus and all students will graduate with a complete E-Leadership Portfolio to share with potential employers and graduate schools.

Career Planning



In order to be of vital service to cadets, The Citadel added two positions: an on-campus Recruiting Coordinator and a Training Coordinator. Both positions will help cadets best target opportunities in the workforce and prepare them for effective interviewing and

correspondence with prospective employers. We are proud to welcome our new arrivals, both of whom bring strong experience and credentials in higher education.



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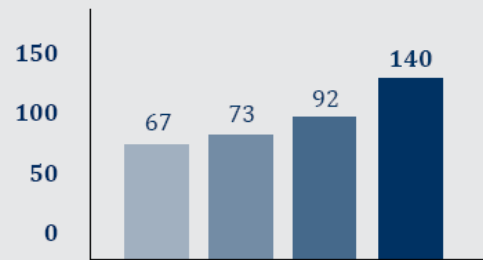
Strategic Initiative Two

Enhance the Learning Environment

(CSI) The College Success Institute

The College Success Institute (CSI) has been a valuable program that is designed to help incoming freshmen (knobs) gain advance understanding of life at The Citadel. The program demystifies the experience and reinforces the academic value of the school so that when students matriculate in the fall, they are better prepared for the unique lifestyle they will begin. The program is particularly important because students completing CSI has about a 10% greater rate of retention.

College Success Institute Grows Over 34%



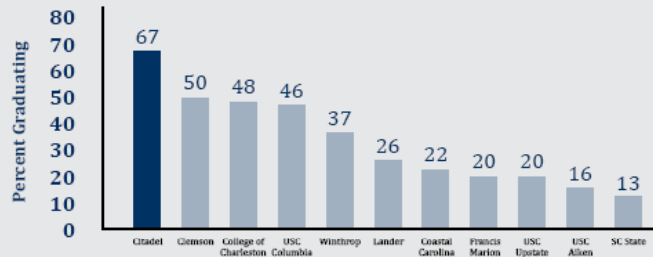
Student Enrollment

■ 2007 ■ 2008 ■ 2009 ■ 2010

Outstanding Graduation and Retention Rates

The Citadel has worked hard with interdisciplinary measures to continually advance the 4-year graduation rates of our students. Last year, we recorded the highest rate in the state with a 67% 4-year graduation rate. Our freshman retention rate topped 83% this year.

The Citadel 4-Year Graduation Rates Tops SC



The STEM Center of Excellence



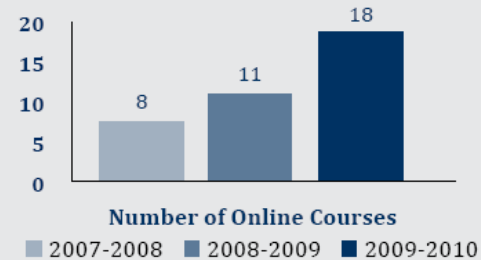
In collaboration with the Schools of Engineering and Science and Mathematics, the School of Education has created The Citadel STEM Center of Excellence. Consistent with a strategic initiative of The Citadel Blueprint, the goal of the STEM Center is to "provide outreach to the region and server

as a resource in its economic development." In the summer of 2010, The Citadel hired Carolyn Kelley as the STEM Center Director. A former "Teacher of the Year" for Hew Hampshire, Ms. Kelley brings strong experience and education in the sciences and higher education.

Growth of Online Courses

The Citadel is committed to providing an optimal educational experience which involves the availability of online course work. During the last 2 years, the college has responded to the students needs by offering several online courses.

Growth in Online Courses



Enhanced Academic Support Center



During the last year, The Citadel piloted a new Supplemental Instruction program that includes the aid of graduate students to provide cadets additional instruction that helps them realize academic success in this rigorous environment.



Highlights From the Schools

Academic Programs of Distinction

School of Science and Mathematics



- The Biology department has joined other leading universities as a cooperative ecosystems study unit (CESU). CESU is a consortium of universities, non-governmental organizations, and government laboratories devoted to researching and preserving the ecosystem and educating the public on environmental issues.
- The Cross Human Performance Laboratory in the Department of Health Exercise and Sport Science, supported by a grant from Bite Tech, Inc., is under construction and is expected to be operational in Fall 2010.
- The Department of Energy has awarded a three year research grant to Dr. Scott Yost, Assistant Professor of Physics, to support his research on elementary particle theory at CERN (the European Center for Nuclear Research) in Geneva, Switzerland. The department has received a donation of forty computers from Google as part of a series of growing partnerships.

School of Business Administration



- On March 25-26, 2010, the School of Business Administration hosted the inaugural The Citadel Director's Institute at Charleston Place Hotel. This event was targeted at top executives who serve as directors for public and private organizations. We hosted the top-quality event and welcomed 11 outstanding panelists and approximately 30 participants. Plans for next year's event are already in motion with the anticipated date for 2011 sometime in March.
- On April 15th, 2010, we successfully held our seventh Citadel School of Business Administration Hall of Fame banquet. This year we were honored with a visit by General David Petraeus, US Army, who served as our keynote speaker and recipient of a "Leader of Principle" award. In addition to General Petraeus, Jimmy Kerr, Chair of our Advisory Board and Travis Rockey, President of the Evening Post Publishing were also recipients of this award. Dr. Joe Salley, President and CEO of Milliken & Company was the recipient of the "Alvah Chapman Award."
- On April 16th, 2010, we dedicated the "Rick and Mary Lee Bastin Financial Leadership Lab." This is a state-of-the-art facility that will allow us to develop leaders for careers in the financial services industry. Coupled with our focus on ethics, we feel that our graduates will be prepared to enter and eventually lead an industry that certainly needs principled leaders.

- A similar partnership has been developed with the Berkeley School Districts. A group of 25 BCSD teachers began coursework for The Citadel's masters program in school leadership and a second BCSD group is scheduled to begin coursework in fall 2010, bringing the total to 47 Berkeley county teachers who are enrolled in programs leading to a masters in school administration degree and certification as an elementary or secondary school principal.
- In collaboration with the Lowcountry Graduate Center, the School of Education brought the University of South Carolina's Ph.D. in educational administration to the Lowcountry. In the fall of 2007, 23 students (primarily graduates of The Citadel's educational specialist program in school administration) began two years of coursework for the Ph.D. in educational administration. These students are now completing their dissertation for the doctoral degree.
- The Counselor Education Division recently developed and implemented a new certificate program in Student Affairs counseling and added a Student Affairs concentration to the master's degree in educational counseling.

GEAR UP



- Selected as a pilot program in 1999 by the S.C. Commission on Higher Education, The Citadel's GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) program has provided continuous service to students in Fort Johnson Middle School and Alice Birney Middle and continuing to support them as they transition to area high schools. More than 500 GEAR UP students have graduated from area high schools and many of these graduates are pursuing higher education degrees.



3

Strategic Initiative Three

Strengthen the College through Institutional Advancement

Enhanced Collaboration with The Citadel Foundation

As a function of the extraordinary national economic pressures and the reduced allocations from the state legislature, the college has forged a stronger business partnership with the foundation to better manage institutional finances and improve cash flow. Part of that partnership builds a stronger tie between the president's office, the deans of the five schools and the foundation in order to integrate academic fundraising as a strategic tool, and to build strong connections that will be vitally important in planning for the next capital campaign.

Athletics Excellence Fund

Brigadier Foundation Success

- Increased overall athletic funding from \$3 to \$4.4 million this year in 2010.
- Increased membership by 8% this year, from 1599 to 1729 members.



5

Strategic Initiative Five

Enhance the Facilities and Technological Support for the Campus

Information Management System - Banner

The Citadel campus community has been hard at work this year installing and implementing Banner; the Sunguard Enterprise Information System for higher education, which moves the community toward a unified digital campus. The new applications of Banner will transform teaching and learning here at The Citadel. This year, the campus implemented the modules for Finance, Admissions, Student, Human Resources and Financial Aid. Other powerful new tools introduced include an Operational Data Store (ODS) that will integrate data from multiple sources to make analysis and reporting easier, and an Enterprise Data Warehouse (EDW) to safeguard historical data.

Light Rail / Internet 2

The Citadel partnered with The Medical University of South Carolina (MUSC) to provide The Citadel community with access to the South Carolina Light Rail and Internet 2, which doubled The Citadel's bandwidth and expanded opportunities for faculty research.

Capers Hall Renovation

The Citadel completed a \$1.3 million renovation all of the heating, ventilation and air condition systems in Capers Hall during the summer of 2010. Housing the departments of English, History, Modern Languages, Political Science, Education, and Psychology, Capers Hall serves as a key academic building for all students. The building's original HVAC equipment, piping and ductwork was more than 30 years old, and in need of updating. The project included a new chiller, cooling tower, digital controls tied to the campus energy management system, ductwork and piping plus new ceiling material and lighting in the hallways. The new system was designed with sustainable features that allow for improved energy efficiency and indoor air quality.

Daniel Library Renovation

With a \$1.5 million gift from the Daniel Foundation, the library is undergoing a substantial renovation that includes new architectural and interior design features, updated HVAC, electrical and plumbing systems, and a renovated garden area. Completion of this work is expected in September 2010.



6

Strategic Initiative Six

Improve Institutional Effectiveness

Automation of Assessment and Strategic Planning

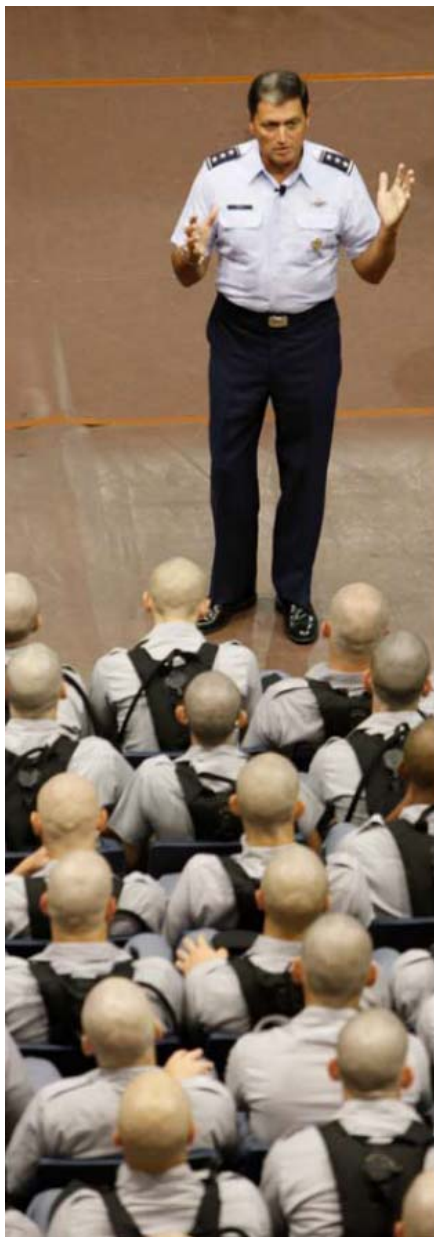
The Citadel invested in automating assessment and strategic planning processes through the purchase and implementation of Taskstream™ Accountability Management software. The Accountability Management System promotes campus-wide collaboration and communication regarding institutional effectiveness, in part by providing a communication and resource hub for all of the institution's accountability, outcomes assessment, planning, accreditation, and continuous improvement initiatives.

Institutional Accountability Enhancements

The Citadel also invested in institutional effectiveness staffing the year by adding a Data and Research Analyst and a Business Intelligence/Data Warehouse Analyst.

Sustainability and Campus Cost Saving Initiatives

- The summer of 2010 marked the second consecutive year the College implemented a 4-day work week to lower our energy (cooling) demand on campus. In 2009, the college realized a savings of nearly \$41,000 in energy costs.
- The College continued its energy efficiency renovations including lighting retrofit, variable speed drives, water conservation measures, installation of energy efficient chillers, occupancy sensors, energy management controls, and on demand ventilation.
- Energy efficiency measures related to our energy performance contract improve our deferred maintenance posture and help us save approximately \$170,000 per year in utility charges.
- Facilities and Engineering has begun new recycling and waste management programs to reduce The Citadel's waste stream and the associated waste disposal costs. These efforts will continue to become more disciplined in FY10-11 as we identify materials and resources needed.



7

Strategic Initiative Seven

Ensure the College has the Leadership and Talent to Accomplish These Strategic Initiatives

During 2010, The Citadel made strong commitments to achieving the objectives of the Blueprint, and in particular sought to enhance the faculty and staff as the single most important investment in securing our strong future. In addition to the new staff cited in this report, we also welcome new faculty in several of our departments.

New Faculty 2010-2011

Captain Joseph Coe, *Civil & Environmental Engineering*

Captain Stephen Cotter, *Mathematics & Computer Science*

Captain Rachael E. Elrod, *Library*

Captain Harmonica Hart, *School of Education*

First Lieutenant Kaitlin Marley, *Civil & Environmental Engineering*

Captain Upsana Kashyap, *Mathematics & Computer Science*

Captain Antara Mukherjee, *Mathematics & Computer Science*

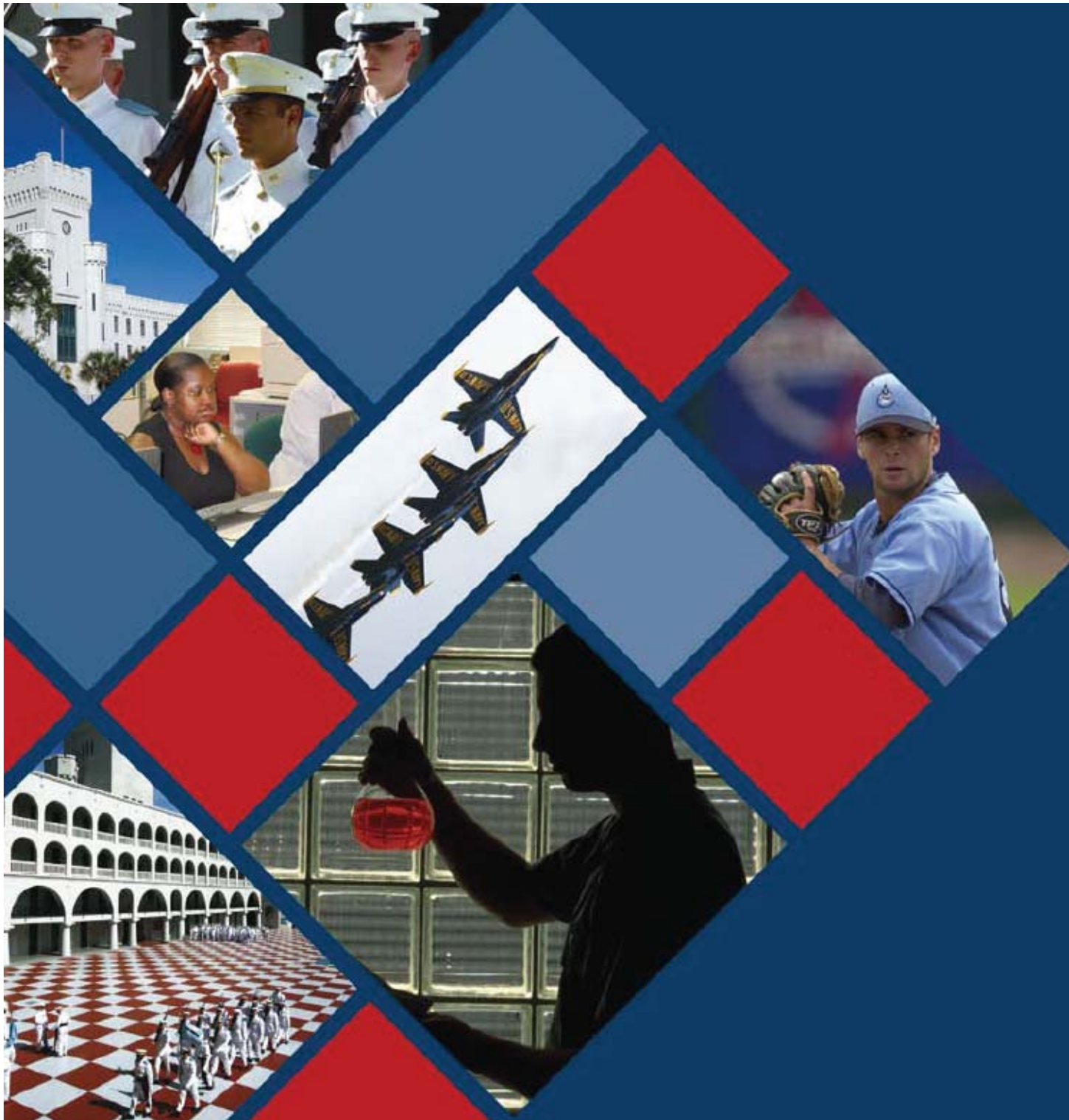
Dawne Taylor, *Chemistry*



The Citadel
171 Moultrie Street
Charleston, SC 29409
www.citadel.edu

Attachment III: New Strategic Plan Built During 2008-2009, Implemented 2009-2010

The Citadel Blueprint: The Strategic Plan for Educating Principled Leaders 2009-2012



THE CITADEL
Blueprint
THE STRATEGIC PLAN FOR EDUCATING PRINCIPLED LEADERS

Vision Statement

Achieving excellence in the education of principled leaders.

Mission

The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment.

Core Values

Academics

We produce graduates who have insight into the issues, ideas and values that are important to society and possess the skills necessary to deal with them successfully.

Duty

We emphasize the importance of individual accountability and the moral obligation of responsibility for the welfare of others.

Honor

We adhere to a code which teaches that uncompromising personal integrity is the primary guide in all situations.

Morality

We believe that an individual's character is of utmost importance and, therefore, we provide training which emphasizes ethical principles and core values.

Discipline

We operate a leadership laboratory which emphasizes a structured environment, acceptance of responsibility, self-confidence and service to others.

Diversity

We promote diversity in all segments of our campus community and in all aspects of college life.

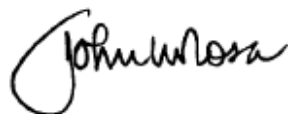
LETTER FROM THE PRESIDENT AND DEAN OF COLLEGE

Last fall, we embarked on an important journey to plan, shape, and position The Citadel for future successes. Over the past year, The Citadel conducted a campus-wide planning process that engaged the campus community in a discussion of the institution's strategic goals and future vision, culminating in The Citadel's 2009-2012 Strategic Plan. This planning document communicates The Citadel's priorities and lays the foundation for a successful capital campaign that will take the institution to new heights of academic and leadership excellence.

Building upon previous strategic planning processes, our mission, and core values, the following eight strategic initiatives will continue to form the foundation of the institution's planning efforts and help define the college's planning priorities:

- (1) Develop principled leaders in a globalized environment.
- (2) Enhance the learning environment.
- (3) Strengthen the College through institutional advancement.
- (4) Develop the student population.
- (5) Enhance the facilities and technological support for the campus.
- (6) Improve institutional effectiveness.
- (7) Ensure the College has the leadership and talent to accomplish these strategic initiatives.
- (8) Provide outreach to the region and serve as a resource in its economic development.

We believe this set of strategic initiatives – which reflects years of thoughtful conversations and planning – synthesizes our most important aspirations and provides a solid foundation on which to set goals, establish benchmarks, and express a collective vision for our future. Over the next three years, we will implement objectives and actions to achieve our strategic initiatives, bringing added value that advances and distinguishes The Citadel as the foremost institution in the south for producing principled leaders.



John W. Rosa, '73
Lieutenant General, USAF (Retired)
President



Brigadier General Samuel M. Hines, Jr.
Provost and Dean of the College



About The Citadel

The Citadel is a landmark in Charleston and South Carolina that is noted for its educational reputation as well as its rich history. Founded in 1842, The Citadel has an undergraduate student body of about 2,000 students who make up the South Carolina Corps of Cadets. Another 1,000 students attend The Citadel Graduate College, a civilian evening program that offers graduate and professional as well as undergraduate programs.

The Citadel is best known nationally for its Corps of Cadets, which draws students from about 40 states and a dozen countries. The men and women in the Corps live and study under a classical military system that makes leadership and character development an essential part of the educational experience.

The Citadel is divided into five academic schools: Business, Education, Engineering, Humanities and Social Sciences, and Science and Mathematics. Because of its focus on strong academic achievement, a high graduation rate and strong alumni support, The Citadel ranks highly in the annual U.S. News & World Report ratings of southern colleges that offer at least a master's degree.



Strategic Planning Process



In September 2008, strategic planning folders were distributed to every member of The Citadel's faculty and staff. In December 2008, we received strategic planning proposals from campus-wide constituencies, including proposals for two new strategic initiatives, 105 new objectives and 314 new actions. After carefully setting priorities, the Strategic Planning Working Group narrowed these proposals down to 8 strategic initiatives and 30 new objectives that best represent the stature and prominence we desire for The Citadel of the future.





1

Strategic Initiative One

Develop Principled Leaders in a Globalized Environment

The Citadel develops principled leaders who are well-equipped to embrace the opportunities and challenges presented by an increasingly globalized environment. Achieving our mission requires an integrated effort, involving all members of The Citadel community. During the next 3 years, The Citadel will take the following actions to strengthen this integration.

Objective 1.1

Integrate the Leader Development Model into Academic Programs

The Citadel's Leader Development Model includes an academic pillar; a process whereby integration and infusion of leadership learning outcomes provides a cohesive experience for students. In this model, leadership training and academic coursework are mutually reinforcing. The Citadel will further refine this integration by:

- Enhancing the Leadership Minor curriculum
- Advertising the Leadership Minor campus-wide and to prospective students
- Embedding leadership learning outcomes in academic components of The Citadel Experience

Key Performance Indicators:

- Leadership minor's student enrollment will rank in the top 3 of all minors

Objective 1.2

Fully Develop the Krause Leadership Center and Expand its Reach

The Krause Leadership Center is a powerful nexus of the college's Leader Development Model and integration of academic, military, moral and ethical, and physical pillars, all of which comprise The Citadel Experience. Further evolution of the Krause Leadership Center will focus on expanding capacity to enhance the development of principled leaders.

- Refine the mission and establish permanent staffing and budget lines within the Krause Leadership Center

Key Performance Indicators:

- Increase the capacity and prominence of the Krause Leadership Center
- Increase the programming and activities to promote growth across all four pillars

Objective 1.3

Implement a Comprehensive Leadership Assessment Model

The Citadel's mission statement sets the context for institutional assessment. The Citadel will focus on defining and assessing the four pillars of the Leader Development Model, providing further evidence of student achievement and principled leadership. In particular, we plan to:

- Expand the Leader Development Model to include expected learning outcomes in each pillar and refine programming and activities to accomplish the desired outcomes
- Implement Leadership e-portfolios and 360-degree assessment instruments with benchmarks

Key Performance Indicators:

- Define The Citadel Experience through learning outcomes in each pillar
- Collect and analyze data on each learning outcome

Objective 1.4

Promote a Spirit of Selfless Service Throughout the Corps of Cadets

Duty and Honor are embedded as guiding principles at The Citadel. Citadel graduates engage in a wide array of selfless service activities including military and government service, teaching and volunteer services. The Citadel will continue to implement programming and activities that foster a spirit of selfless service. Specifically, we will take actions over the next three years to:

- Increase commissioning into the military services
- Expand service-learning opportunities for students at every level of undergraduate and graduate education

Key Performance Indicators:

- Increase commissioning rate by 5%.

Objective 1.5

Integrate Career Planning into the Campus Culture

Career Development is a core element of the Leader Development Model. Expanding career development services and requiring all Cadets to complete a Career Planning Portfolio will enrich the career development process and aid their job search efforts. To achieve stronger results, we expect to:

- Increase staffing to broaden career services and on campus recruiting for Cadets and graduate students
- Implement a required Career Planning Portfolio for Cadets

Key Performance Indicators:

- 100% of students completing Career Planning Portfolios
- Increase Job Placement rates prior to graduation to 60%
- Partner with The Citadel Alumni Association to develop an effective tracking system for recent graduates to measure placement success within six months of graduation



2

Strategic Initiative Two

Enhance the Learning Environment

The formula for education success at The Citadel is clear and vital – investing in strategic campus innovations will enhance the learning environment and elevate the institution's global competitiveness.

The common goals of these pathways promote academic programs of excellence and distinction within each academic school, support efforts to enhance student success, develop a more competitive presence in adult and graduate education, maintain academic program accreditation, and extend the college's engagement in international and global education activities.

► Objective 2.1

Enhance Student Retention

As The Citadel continues to lead South Carolina public colleges and universities with the highest 4-year graduation rate, we strive for even greater levels of student success. The college will employ several new actions during the next 3 years to raise retention rates for freshmen as well as 4-year and 6-year graduation rates:

- Create an early warning system to provide supplemental instruction to students enrolled in selected courses where students may encounter academic difficulty.
- Expand participation in the College Success Institute
- Enhance the Mandatory Study Program by providing staff development to company academic officers and Center tutors

Key Performance Indicators:

- Increase enrollment in the freshman preparatory program, College Success Institute, by 25%
- Increase 4-year graduation rate to over 60% and the 6-year graduation rate to over 70%
- Increase the freshman academic retention rate by 10%

► Objective 2.2

Create Academic Programs of Excellence and Distinction Within Each School

During the next 3 years, The Citadel will increase its emphasis on developing new courses of study and expanding existing academic programs that foster excellence in the learning environment and elevate institutional prominence. New distinctive programs we have identified include:

- The STEM Center of Excellence as a new collaborative entity among the Schools of Education, Engineering, and Science and Mathematics
- Multiple Centers of Excellence to be developed within the School of Business
- The Citadel's expanded Oral History Program and Leadership Archive



- The International Education and Study Abroad Office, Citadel International Scholars, and Faculty Fellows Program will be formed to promote globalization across the College

Key Performance Indicators:

- Increase enrollment in STEM disciplines by 10%
- Increase National Survey of Student Engagement (NSSE) scores for enriching educational experiences by 5%
- Increase number of students studying abroad by 15%

Objective 2.3

Enhance the Position of the College as a Regional Leader in Adult and Graduate Education

As a powerful regional growth asset, The Citadel Graduate College has a rare opportunity to provide outreach and educational services to local and national audiences, while delivering tangible economic development benefits to the region. The Citadel is pursuing several actions to capitalize on these opportunities:

- Creation of an Adult and Professional Education Office
- Enhancing Citadel Graduate College student services
- Increased focus on the design and growth of graduate programs and exploration of innovative alternative delivery methods

Key Performance Indicators:

- Increase CGC student enrollment by 25%
- Increase graduate student satisfaction with student services by 10%



3

Strategic Initiative Three

Strengthen the College Through Institutional Advancement

The tumultuous economic environment is forcing most institutions to negotiate extraordinary financial challenges and operate with limited resources. The College must redouble its efforts to identify alternative funding sources and advancement opportunities. During the next three years, The Citadel will implement actions to expand endowment funding, boost grant funding, increase the financial independence of The Citadel Athletics Program, and forge greater partnerships with The Citadel Foundation.

► Objective 3.1

Expand Endowment Funding to Support Programs of Excellence

Continuous investment in the College's strategic priorities is critically important to fuel the institution's trajectory of excellence, despite economic difficulty. During the next three years, the institution will implement several actions designed to create new funding sources, including:

- Establish a Citadel Office of Research, Grants, and New Programs Development
- Expand grant writing expertise throughout the campus community by participating in professional development seminars and conferences on grant writing
- Develop events specifically geared toward CGC students and alumni

Key Performance Indicators:

- Increase grant-writing activity to generate a 20% increase in grant revenue by 2012
- Increase number of faculty submitting grants by 15%

► Objective 3.2

Increase the Financial Independence of The Citadel Athletics Program

Athletic programs are an integral component of educating principled leaders, fostering institutional loyalty and spirit, and maintaining a vibrant campus community. The institution will institute the following actions designed to strengthen the athletics program specifically, and the College generally, during the next three years:

- Create an Athletics Excellence Fund
- Increase membership in the Brigadier Foundation (athletic foundation)

Key Performance Indicators:

- Increase membership in the Brigadier Foundation to reach 2,180 by 2012
- Increase gifts to the Athletics Program to reach \$250,000 by 2012

Objective 3.3

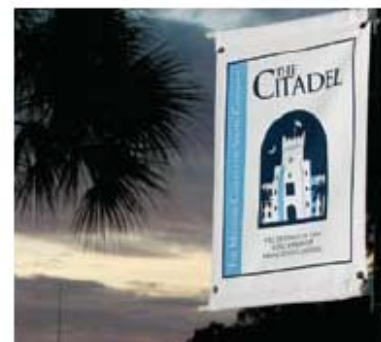
Actively Engage The Citadel Foundation in a Greater Partnership to Increase Philanthropic Support

Philanthropic support generated through The Citadel Foundation enables the College to achieve its mission of educating principled leaders. Fostering collaboration and partnership will strengthen:

- Expanding the number of faculty and staff working in partnership with The Citadel Foundation to raise funds for strategic initiatives
- Increasing the number of alumni and non-alumni donors
- Sustaining and advancing collaboration opportunities with academic deans and advisory boards

Key Performance Indicators:

- Advance The Citadel's Endowment Amount-per-Student ranking into the top 10 public comprehensive institutions in the country
- Achieve a 50% alumni giving rate





4 Strategic Initiative Four

Develop the Student Population

The institution strives to enroll a diverse community of leaders whose members share a common Citadel Experience. Expanding the veteran population, increasing student diversity, deploying a comprehensive marketing strategy, and growing enrollment in The Citadel Graduate College are core strategies in developing this community of leaders.

► Objective 4.1

Expand Enrollment in The Citadel Graduate College

The Citadel Graduate College is poised for carefully planned student enrollment growth and expansion of academic programs. The institution will employ a variety of actions to increase enrollment, including:

- Establish The Citadel Graduate Assistantship Initiative to attract top graduate students to The Citadel
- Increase resources for graduate programs, including marketing, development, and student services to reflect the increased priority of graduate programs
- Expand Graduate Education offerings to meet the demand in the Lowcountry

Key Performance Indicators include:

- Increase student enrollment in The Citadel Graduate College by 25%
- Expand graduate educational offerings

► Objective 4.2

Develop a Comprehensive Marketing Strategy to Position The Citadel Competitively

The Citadel will increase its emphasis on developing an aggressive marketing strategy.

- Conduct market research that drives strategic positioning; develop a compelling institutional brand identity and conduct all outreach with consistent graphics in advertising and communications with all constituents

Key Performance Indicators:

- Marketing performance metrics showing increases in inquiries, applications, enrollment and funding
- Qualitative survey results and student testimonials that demonstrate a stronger appreciation for The Citadel in its competitive set



Objective 4.3

Expand the Veteran Population

The Citadel values the service of America's veterans and believes that veteran students can serve as powerful role models throughout the campus environment. During the next 3 years, the institution plans to:

- Establish a new Veteran's Program at The Citadel
- Implement specifically designed marketing and recruitment campaigns

Key Performance Indicators:

- Increase the veteran student population at The Citadel

Objective 4.4

Expand Student Diversity and Sustain an Enrollment of 2,135 in the Corps of Cadets

Citadel graduates work, serve, and reside in diverse environments. The prospects for their success as educated and principled leaders are enhanced by exposure to diverse perspectives, interpretations, and points of view. In addition to academic and leadership scholarships, and in recognition that diversity enriches the educational environment, The Citadel is also committed to:

- Expand efforts to recruit, support and sustain students from diverse cultures, faiths, and backgrounds
- Increase needs-based and athletic scholarship funding

Key Performance Indicators:

- Increased needs-based and athletic scholarship funding
- Expanded student diversity
- Sustained enrollment of 2,135 in the Corps of Cadets



5

Strategic Initiative Five

Enhance the Facilities and Technological Support for the Campus

Institutional planning is integral in facilitating a progressive transformation of the campus grounds, facilities, and technologies, enabling the College to achieve its mission and vision. We must position The Citadel to capitalize on opportunities and create synergies between technologies and physical structures as well as facilitating a master landscape plan that builds connections throughout campus and projects the most appreciable image for the public.

Objective 5.1

Refined Campus Master Plan to Guide Strategic Decisions

The Citadel's Campus Master Plan will establish overarching goals and design principles, providing a framework for future development. And, in support of an enhanced learning environment, the plan will also guide long range planning for the architectural character, construction, environmental issues, maintenance, land use and acquisition, landscape, and parking. We will:

- Develop a campus growth strategy that sets priorities for alternatives in the campus master plan
- Pursue public-private partnerships to implement a multi-phased Citadel faculty and staff housing project and expand parking capacity on The Citadel campus

Key Performance Indicators:

- Campus Master Plan aligns with Campus Strategic Plan and provides a priority list of facility efforts
- Expand parking and faculty/staff housing capacity on The Citadel campus

Objective 5.2

Develop a Feasibility Study and Construction Plan for a New Capers Hall

Capers Hall, constructed in 1951, houses six of The Citadel's fourteen academic schools and departments. The College recognizes the need for a new, expanded state of the art learning facility. During the next 3 years, the institution will:

- Develop architectural, design, and construction documents

Key Performance Indicators:

- Completion of all planning documents



Objective 5.3

A Renovated Daniel Library at The Citadel

The Daniel Library, a core element of the campus educational experience, will be renovated to include upgraded meeting facilities and technological innovations. We will proceed with:

- Implementation of architectural design/construction plans

Key Performance Indicators:

- Renovation completion on time and on budget

Objective 5.4

Decrease Campus-wide Deferred Maintenance

Mounting deferred maintenance costs present a challenge to most higher education institutions. The Citadel recognizes the need to decrease campus-wide deferred maintenance. To meet this goal, we will:

- Budget for deferred maintenance

Key Performance Indicators:

- Decrease amount of deferred maintenance

Objective 5.5

Implementation of a “Unified Digital Campus”

Implementation of a “Unified Digital Campus” will expand the institution’s analytical reporting capabilities, increase efficient inter-departmental communications. Improving our technology operations will provide easy, rapid access to operational and historic data for decision support and overall customer service internally and for our student population. We will pursue:

- Implementation of Banner Enterprise Information System, Luminis Portal, Operational Data Store, and Enterprise Data Warehouse

Key Performance Indicators:

- Increased data access and usage
- Enhanced analytical reporting capabilities
- Improved cross-departmental workflow and data transfer



Objective 5.6

Enhance the Cadet Information System

The Cadet Information System is an integral component of the Leader Development Model, facilitating integration of information across all four pillars. To examine the holistic Citadel Experience of each cadet, the institution must build the following components within the Enterprise Information System:

- Build the Discipline System, Attendance Tracking, and Infirmary modules within Banner.
- Create a Four Pillars Accountability System and Interface, including the Cadet Record Brief.

Key Performance Indicators:

- Integration of data from the four pillars that comprise The Citadel Experience.

Objective 5.7

Connectivity to SC Light Rail and Internet 2

To maintain a competitive edge, The Citadel must capitalize on collaboration opportunities with other higher education institutions. The Citadel plans to:

- Establish service level agreements with SC Light Rail, MUSC and College of Charleston
- Establish a fiber optic connection from The Citadel ITS facilities in Bond Hall to the MUSC facilities in Harborview Tower

Key Performance Indicators:

- Increase research and collaborative opportunities for faculty
- Increase stability of data center facilities to eliminate down time due to environmental conditions

Objective 5.8

Develop the Institution's Online Education Capabilities to Support Teaching and Learning

The Citadel will invest in expanding online educational opportunities. During the next 3 years, The Citadel will:

- Engage the Information Technology committee to plan for delivering expanded online educational offerings, and to identify target degree programs, courses, and online material
- Offer incentives and support for faculty members to develop online courses
- Develop and implement a marketing plan to promote the online education platform

Key Performance Indicators:

- Increase graduate student enrollment in online courses by 10% each year
- Expanded online curriculum



6 Strategic Initiative Six

Improve Institutional Effectiveness

The Citadel is committed to advancing a culture of assessment and continuous improvement within the campus environment. In this era of increasing accountability at all levels in higher education, The Citadel is taking measurable steps to demonstrate student achievement and the use of assessments in our improvement efforts. Objectives designed to improve institutional effectiveness include promoting a culture of assessment and continuous improvement, automating assessment and planning processes, and increasing awareness of environmental and sustainability best practices.

► Objective 6.1

Foster a Culture of Assessment and Continuous Improvement Within the Campus Community

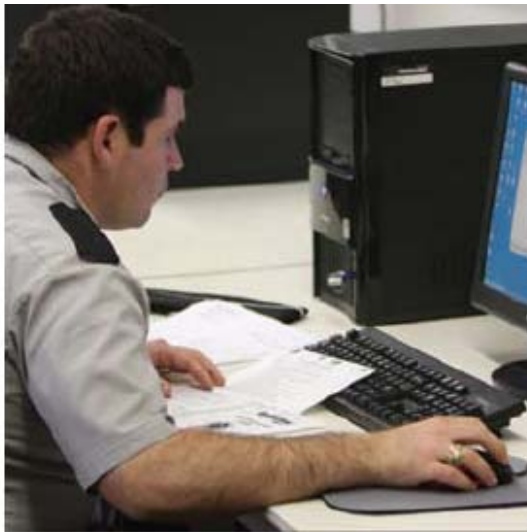
The Citadel recognizes that effective assessment requires collaborative, campus-wide involvement. The College will use a variety of new actions to foster this wide-spread engagement:

- Construct an assessment plan that supports institution, program, and course-level assessment practices
- Create an Assessment Award Program, recognizing faculty, department, and support services that use innovative assessment techniques and demonstrate evidence of using data for continuous improvement
- Establish a Faculty Analysis and Assessment Team, supporting a small team of faculty to participate in specialized evaluation projects and provide assessment outreach to other areas of the College
- Increase support for faculty and staff assessment and realize new professional development opportunities

Key Performance Indicator:

- Increased faculty and staff engagement in assessment and continuous improvement efforts





Objective 6.2

Automate the Strategic Planning, Assessment, Accreditation, and Program Evaluation Processes

The Citadel will increase its emphasis on automating processes central to institutional effectiveness. The College will:

- Purchase and implement Accountability Management Software to automate strategic planning, assessment, accreditation, metric, and program evaluation processes

Key Performance Indicator:

- Increase number of faculty members engaged in assessment and strategic planning processes

Objective 6.3

Increase awareness of sustainability and environmental issues, and adopt best practices to manage them

The Citadel recognizes the importance of increasing awareness and best practices to address environmental issues and will take the following actions:

- Create "company environmental officers" within the Corps of Cadets to coordinate recycling and energy savings measures in the barracks and implement an environmental awareness education campaign
- Adopt LEED-standards for new buildings and renovation and gradually substitute sustainable energy measures
- Increase the number of "paperless" offices on campus through the implementation of a document imaging system

Key Performance Indicators:

- Increase environmental awareness throughout the campus community
- Increase the number of paperless offices by 10%



7

Strategic Initiative Seven

Ensure the College has the Leadership and Talent to Accomplish These Strategic Initiatives

The quality of the leadership, learning, and service environment depends on the knowledge and skills of our faculty and staff. Therefore, efforts to enhance the quality of The Citadel Experience must include the continuous, measurable development of our employees. During the next 3 years, The Citadel will implement actions that will help us to recruit and retain a diverse workforce, increase professional development opportunities, and expand the number of qualified personnel supporting the institution's Leader Development Model.

Objective 7.1

Recruit and Retain a Diverse Faculty and Staff

The Citadel firmly believes that diversity enriches the educational environment and promotes personal growth. Acting on this belief, The Citadel will implement the following strategies:

- Establish a diversity recruitment team to identify strategies to expand the diversity of faculty and staff
- Sustain a commitment to conducting faculty and staff salary studies

Key Performance Indicator:

- Increase diversity among faculty and staff

Objective 7.2

Expand the Number of Qualified Personnel Able to Coach, Teach, Train and Mentor Units and Individuals Across the Four Pillars

The Citadel's Leader Development Model integrates the academic, physical, moral and ethical, and military pillars of The Citadel Experience. The following actions are central in driving further integration of these domains:



- Expand and integrate Commandant and faculty staffing to support the Leader Development Model
- Sustain and improve company-level integration teams
- Create a series of endowed athletics positions

Key Performance Indicators:

- Increase retention rates of high performing staff
- Enhance leadership learning outcomes

Objective 7.3

Establish a Faculty Enhancement Program

The Citadel values faculty contributions in teaching, scholarship, and service and aims to enhance institutional support through the following actions:

- Expand the faculty development program to fund opportunities to develop faculty expertise
- Create a named professorship to be rotated on a competitive basis among current members of the faculty

Key Performance Indicators:

- Establish faculty productivity goals within each academic school
- Increase faculty morale
- Attract high-quality prospective faculty members

Objective 7.4

Develop a Technology Based Professional Development Program to Enhance the Skills of The Citadel's Administrative Workforce

As technology advances, it becomes critical to develop processes and programs to advance employee skills. Several techniques for addressing technology advances include:

- Infuse technology requirements into position descriptions and develop training sessions to enhance technology skills
- Develop content and implement new web-based training management program

Key Performance Indicators:

- Technology infusion in position descriptions
- Increase technical skills training with documented advancement





8

Strategic Initiative Eight

Provide Outreach to the Region and Serve as a Resource in its Economic Development

The Citadel's commitment to economic development, organizational partnerships, and community-based service is well demonstrated by engagement in a wide spectrum of outreach and volunteer activities. The College will strengthen its leadership role in the economic development of the Lowcountry. The Citadel will focus on coordinating outreach and economic development activities, expanding partnerships, and developing specialized research and training programs for public, private and non-profit organizations.

Objective 8.1

Coordinate Institutional Outreach and Economic Development Activities

As the The Citadel continues to expand its engagement with the community and business organizations, it is critical to coordinate and centralize community outreach and economic development activities. To evolve the process, we are planning to:

- Create an office for Outreach and Economic Development within The Citadel Graduate College
- Identify current activities and efforts and research new opportunities for outreach and economic development

Key Performance Indicator:

- Complete inventory of current outreach and economic development activities

Objective 8.2

Expand Partnerships with Business and Community Organizations

Collaboration and partnerships with business and community organizations will strengthen The Citadel and exert a major influence on the region's economic development. Specific actions the institution has identified include:

- Expand faculty, staff, and graduate student consulting activities
- Explore opportunities for joint ventures and generation of new revenue streams
- Expand participation of faculty and staff in community-based organizations

Key Performance Indicator:

- Number of faculty, staff, and graduate students engaged in community-based organizations and consulting opportunities

Objective 8.3

Develop Specialized Research and Training Programs for Public, Private, and Non-Profit Organizations

The Citadel's faculty and staff possess valuable expertise in a wide array of disciplines. The College will focus on refining its ability to develop knowledge transfer programs to aid public, private, and non-profit organizations. Specific actions will include:

- Conduct a needs assessment of public, private, and non-profit organizations
- Develop programs to address identified needs

Key Performance Indicators:

- Number of new programs under development



2009 New Faculty Information

New Tenure-Track Faculty

CPT David Michael Donnell, Assistant Professor of Biology
B.S., California State University, Chico
Ph.D., University of Arizona

CPT Claudia Lucia Rocha, Assistant Professor of Biology
B.S., Universidad de Los Andes
Ph.D., Medical University of South Carolina

CPT Robert J. Riggle, Assistant Professor of Business Administration
B.A., M.B.A., Henderson State University
Ph.D., University of South Florida

LTC Michael J. Fekula, Associate Professor of Business Administration
B.S., Lehigh University
M.B.A., University of Wyoming
Ph.D., The Pennsylvania State University

CPT Kathryn Strong, Assistant Professor of English
B.A., M.A., University of North Texas
M.A., Ph.D., University of Southern California

CPT Amanda R. Mushal, Assistant Professor of History
B.A., College of William and Mary
M.A., Ph.D., University of Virginia

CPT Luke S. Sollitt, Assistant Professor of Physics
B.A., B.S., University of Maryland
Ph.D., California Institute of Technology

CPT Keith Joseph Bell, Assistant Professor of Criminal Justice
B.A., Wheeling Jesuit University
M.S., Marshall University
Ph.D., Indiana University of Pennsylvania

CPT Scott Eugene Buchanan, Assistant Professor of Political Science
A.B., University of Georgia
M.A., Auburn University
Ph.D., University of Oklahoma

CPT William Bradford Collins, Assistant Professor of Political Science
B.A., Wake Forest University
M.A., University of London
A.B.D., Claremont Graduate University

CPT Genelle K. Sawyer, Assistant Professor of Psychology
B.A., University of Rochester
M.A., Ph.D., University of Nebraska

2009-2010 New ROTC Instructors

CAPT Robert Swenson, Assistant Professor of Aerospace Studies

CAPT Jonathan Reeves, Assistant Professor of Aerospace Studies

CPT Hunter Bowers, Assistant Professor of Military Science

SGM Kenneth Riley, Instructor of Military Science

SFC Keith Polidoro, Instructor of Military Science

LT James R. Lamz II, Naval Science Instructor

LT Leif E. Gunderson, Naval Science Instructor

SENIOR LEVEL APPOINTMENTS

Associate Provost for Academic Affairs - COL Mark A. Bebensee, Professor of Business Administration

Associate Provost and Dean of The Citadel Graduate College - COL Steven Allen Nida, Professor of Psychology

Interim Associate Dean of the School of Business Administration - LTC Janette W. Moody, Professor of Business Administration

Interim Head of the Department of Psychology - LTC Paul Michael Politano, Associate Professor of Psychology

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross References for Financial Results*
I. Scholarship s and Fellowships 332	Includes expenditures for grants to students selected by the institution and financed from current funds, restricted or unrestricted. Also, includes Direct Lending Program funds.	State: Federal: 18,252,038.00 Other: 13,559,735.00 Total: 31,811,773.00 % of Total Budget: 28%	State: Federal: 22,018,460.00 Other: 15,324,555.00 Total: 37,343,015.00 % of Total Budget: 32%	7.5-1, 7.5-1a
II. Auxiliary Enterprises 333 - 344	Furnishes goods or services to students, faculty, or staff, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services.	State: Federal: Other: 28,333,235.00 Total: 28,333,235.00 % of Total Budget: 25%	State: Federal: Other: 28,800,677.00 Total: 28,800,677.00 % of Total Budget: 25%	7.3-1, 7.3-1a
I. Instruction 319 - 325	Expenditures for institutional instruction programs for all credit and non-credit courses to include occupational and vocational instruction, and for regular, special, and extension sessions.	State: 11,097,148.00 Federal: Other: 10,960,537.00 Total: 22,057,685.00 % of Total Budget: 20%	State: 10,006,224.00 Federal: 2,161,240.00 Other: 9,511,779.00 Total: 21,679,243.00 % of Total Budget: 18%	7.4-1, 7.4-2
I. O&M of Plant 331	Operating funds for the operation and maintenance of the physical plant including services and maintenance related to grounds and facilities.	State: Federal: Other: 8,707,622.00 Total: 8,707,622.00 % of Total Budget: 8%	State: Federal: Other: 7,987,367.00 Total: 7,987,367.00 % of Total Budget: 7%	7.5-2
I. Institutional Support 330	Includes central executive-level activities, fiscal operations, administrative data processing, space management, employee personnel and records, logistic activities, and support services for faculty and staff.	State: 140,000.00 Federal: 15,000.00 Other: 7,211,161.00 Total: 7,366,161.00 % of Total Budget: 7%	State: 140,000.00 Federal: 15,000.00 Other: 6,962,479.00 Total: 7,117,479.00 % of Total Budget: 6%	7.6-1, 7.6-2, 7.6-3

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Academic Support (328), Student Services (329), Public Services (327), and Research (326).

Remainder of Expenditures:	State: 1,110,000.00 Federal: 217,901.00 Other: 13,227,770.00 Total: 14,555,671.00 % of Total Budget: 13%	State: 1,110,000.00 Federal: 312,034.00 Other: 13,111,748.00 Total: 14,533,782.00 % of Total Budget: 12%
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* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

Strategic Planning *

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 09-10 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
I. Scholarships and Fellowships 332	Strategic Initiatives: 1, 2, 4, and 8 (See Attachment 3, p46)	Objectives: 1.1, 2.1, 2.2, 2.3, 4.1, 4.3, 4.4, 8.2 Timeline: 2009-2012 (See Attachment 3)	7.5-1, 7.5-1a
II. Auxiliary Enterprises 333 - 344	Strategic Initiatives: 6 (See Attachment 3, p46)	Objectives: 6.3 Timeline: 2009-2012 (See Attachment 3)	Captured within 7.3-1, 7.3-1a
I. Instruction 319 - 325	Strategic Initiatives: 1, 2, 6, 7 and 8 (See Attachment 3, p46)	Objectives: 1.1, 2.1, 2.2, 2.3, 6.1, 6.3, 7.2, 7.3, 8.3 Timeline: 2009-2012 (See Attachment 3)	7.4-1, 7.4-2
I. O&M of Plant 331	Strategic Initiative: 5 (See Attachment 3, p46)	Objectives: 5.1, 5.2, 5.3, 5.4 Timeline: 2009-2012 (See Attachment 3)	7.5-2
I. Institutional Support 330	Strategic Initiatives: 1, 2, 4, 5, 6, 7 and 8 (See Attachment 3, p46)	Objectives: 1.2, 4.1, 4.2, 4.4, 5.5, 7.3 Timeline: 2009-2012 (See Attachment 3)	7.6-1, 7.6-2, 7.6-3
Academic Support	Strategic Initiatives: 1, 2, 6 and 8 (See Attachment 3, p46)	Objectives: 1.1, 2.1, 2.2, 2.3, 6.1, 8.3 Timeline: 2009-2012 (See Attachment 3)	7.1-1, 7.1-1b, 7.1-2
Student Services	Strategic Initiatives: 1 and 2 (See Attachment 3, p46)	Objectives: 1.2, 1.5, 2.1, 2.2, 2.3 Timeline: 2009-2012 (See Attachment 3)	7.2-1, 7.2-2